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I. STUDIES IN MODERN IRISH, PART I. (The Educational Company of Ireland, 1919). SECOND EDITION, REVISED, 1920.

SOME OPINIONS

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COMPOSITION (The Educational Company of Ireland, 1920).

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"Ba chóir do gach scríbhneoir Gaedhilge stuideár a dhéanamh air, pé acu sa Ghaedhealtacht nó sa Ghalldacht a rugadh, agus a tógadh é."—TADHG Ó CIANAIN.

**Introduction to
Studies in Modern Irish**



Introduction to Studies in Modern Irish

A Handbook for Teachers
and Beginners

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INTRODUCTION

WHILE the lessons in this book are primarily intended to help the Teacher who is struggling with the difficulties of the Direct Method, they can at the same time be used by private students. For the benefit of the latter a Vocabulary and a Key to the Exercises have been provided, but the Notes on Method and Grammar are meant chiefly for teachers. From over twenty years' experience of teachers and teaching, I have come to the conclusion that some such assistance is needed. The Direct Method has its limitations, and I am convinced that without translation from English into Irish, it cannot impart that precision and accuracy which are essential for a true education. On the other hand, such translation—when judiciously handled—in no way interferes with progress in the Direct Method. On the contrary, I have found the practice a most useful and interesting variation in the ordinary class routine.

It need hardly be added that scientific and regular drill in Phonetics should precede, or at least go on concomitantly with, these lessons. The idea of allowing pupils to form their own phonetic "systems" can lead only to confusion and the corruption of the spoken language.

SEARÓID Ó nuatlám.

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Introduction to Studies in Modern Irish

LESSON I

(Masculine Nouns and Pronouns with the verb *is*. Indefinite Predicate. Classification Sentences.)

VOCABULARY

is=is (am, art, are). This is the verb *to be* used in describing, in a general way (as in Lessons I and II), *what* a person, place, or thing is. *E.g.* John is *a man*, Sile is *a woman*, that is *a book*, Belfast is *a city*. This *description* (the predicate) must either be placed *immediately after is*; or if placed first (when emphasis is intended), *the pronoun eò must be inserted after is*. *E.g.* *is leabhar é* (it is a book)—without any emphasis; but *leabhar is eò é* (it is a *book*—not a pen, pencil, or anything else suggested).

leabhar=book, a¹ book

boicea=box, a box

peann=pen, a pen

bóro=table, a table

peann-luáire=pencil, a pencil

larán=match, a match

rpáran=purse, a purse

Caó=what? rúo=thing, a thing; an=the (definite article); é=it (masc.) he; é rin=that (pronoun, masc.): eò=the pronoun which takes the place of an indefinite predicate.

ní²=not; ná=nor; ní . . . ná=neither . . . nor.
Cia'cu=which (where an alternative is offered)? whether?
nó=or. Δc=but. Δn²=interrogative particle.

¹ There is no indefinite article in Irish.

² The verb *is* is not expressed after these particles. But after *ní*, when the predicate begins with a vowel, it appears as *h-*.

LESSON I

(To be taught according to the Direct Method.)

- I. Cáo é an ruid é rin? Ir leabhar é.
- II. An leabhar é rin? 'S ead.
- III. An leabhar é rin? Ni h-ead; peann ir ead é.
- IV. Cía'cu leabhar nó peann é rin? Peann ir ead é.
- V. Cía'cu leabhar nó peann é rin? Ni leabhar ná peann é, ac laran.

Salutations, etc., to be taught orally, and used as occasion requires:—

1. Dia 'r Muire duit (óib).
2. Dia 'r Muire duit (óib) ir pádraig.
3. Slán agat (agaid).
4. Slán leat (uib).

NOTES ON METHOD AND GRAMMAR

I. Note that the teacher in this lesson should have *several* books, pens, pencils, etc., before him. Cáo é an ruid é rin? is the proper form of question—not Cáo é rin? The subject is—an ruid é rin—which means “the class of thing which that object belongs to.” Do not say, in the answer to this first question—leabhar ir ead é. That is misplaced emphasis—a *linguistic snarl*. The civil, simple question, free from all implied suggestion, demands a civil, simple answer. Contrast the answer to question III (which implies a possible untruth). Yet I have frequently heard the emphatic answer given to the first question, and the unemphatic to the third! Avoid carefully the (at this stage) awful monstrosity—**is é sin an leabhar**.

II. Observe the answer to question II. Nouns should not be unnecessarily and inelegantly repeated. There must always be some reason for repetition. When there is none, a pronoun should take the place of the noun (ead, if the noun is predicate of the verb ir, and *indefinite*). The answer, frequently given—ir leabhar é—has not a single word correct. Ir is wrong, because in such an answer it is always stressed, and it never should be stressed; leabhar is wrong, because it is an inelegant and unmeaning repetition of the noun; é is

wrong, because in such circumstances the *subject* is understood. This is a very common fault with teachers, and, as a result, with their pupils, in conversation. Inspectors have sometimes put the teachers wrong here, on the ground that the pupil must be taught to answer with *a complete sentence*! Both forms of answer are complete sentences—the only difference being that 'r eao is correct, while the Inspector's form is absolutely wrong and unjustifiable from start to finish. The answer—1r leabhar é rin—is still worse, as it contains the further unjustifiable repetition of the word *sin*.

III. *Teach* the meaning of ní. (See remarks under Addenda, (a).) Do not use the *unemphatic* answer. Do not repeat the noun of the question.

IV. Note the emphatic form of the answer. The reason is that the question insinuates the possibility of either alternative. Do not, in the question, mechanically place the name of the actual object first. Leave something to the intelligence of the pupil

V. Instead of ac lárán, one may of course say lárán ir eao é. But ac is useful, and a variety.

ADDENDA

(a) There should be interconnection between the questions. For instance, in passing from 1st to 2nd question, do *not* proceed as follows: Cao é an puob é rin? 1r leabhar é (1st). Then, An peann é rin? 'Seao (2nd). Here there would be a break in thought which the pupil should not be asked to bridge. Instead of taking up the pen, the teacher should take up another (not the same), *book*, and put the 2nd question concerning *it*. So the passage from II to III should be easy and natural. There should be no *jumping*. I have repeatedly seen it done as follows (the *wrong* method): An leabhar é rin? 'Seao. An peann é rin? 'Seao. An peann-luaroe é rin? 'Seao (II). Then (III), An leabhar é rin? Ní heao, peann ir eao é. The *right* method is:—

An leabhar é rin? 'Seao.

An peann é rin? 'Seao.

An peann-luaroe é rin? 'Seao

” ” ” ”

” ” ” ”

} Three different pencils

And then (holding up another *kind* of object): An peann-tuairde é rín? Ní headó, teabair ir eadó é. This at once makes for *continuity* in the lesson, and ensures that the meaning of ní is quite plain. Similarly with the other questions. The intelligent teacher will always aim at having a rational connection between them. This will render the lesson not only easier for the teacher, but more intelligible and more interesting to the pupil.

(b) Observe carefully the distinction between emphatic and unemphatic forms. English (outside poetry) depends mainly on *voice* emphasis—the emphasis of tone. This is not enough in Irish. Irish expresses emphasis in *three* ways (sometimes, but not always, combined):—

1°. The emphasis of *tone*. But note that it frequently differs from English. For instance, in answer to the question: “Is that a book?” one may say “It *is*” (with emphasis on the verb). Irish never¹ allows the verb ir to be stressed; it is *the predicate* eadó which, in the above answer, receives the stress in Irish—ir eadó

2°. The emphasis of *form*—míre (as opposed to mé), turá (compared with tú), mo teabair-ra, do éadóir-re, etc.

3°. The emphasis of *position* (really a sort of emphasis of *form*, applied, however, not to the individual word, but to the sentence or clause). E.g. teabair ir eadó é. In such a sentence as—uóim-ra ir eadó ir ceart é uéanam, we have all three—emphasis of *form*, emphasis of *position*, emphasis of *tone*. Irish is being ruined, and vicious habits of thought and expression are being fostered in the teacher, and taught to the pupil, owing to the neglect of this all-important point.

(c) The verb “ir” is not in itself a predicate. This is shown clearly: 1°. By the fact that it is never stressed. The whole

¹ The stress which it receives in such expressions as níom b'eadó is only accidental. The one solitary instance which I have noticed in the speech of the people in uís Laois is ba neam-śáó ran, pronounced ba-na-śáó ran. This is quite abnormal. It is conceivable, however that it stands for b'ana-śáó ran (used satirically) and not ba neam-śáó ran—in which case there would be nothing abnormal in the pronunciation.

complex construction of “*í*” sentences arises out of this fundamental fact. The stress falls on *the predicate*, and the predicate *must immediately follow* the unstressed “*í*”; or, *if not (and the needs of the language very often preclude its being placed there)*, a pronoun (*eas*, when the predicate is indefinite, *e* or *ias*, ordinarily,¹ when it is definite) must be inserted to take its place. Watch this point very carefully. It is the key to all the intricacies of “*í*” construction. 2°. By the fact that “*í*” can never stand alone, whereas any other verb² in the language can, because every other verb in the language is a predicate, or part-predicate in itself.

(d) It is useless, and foolish, to lay down a fixed time-limit for the teaching of such a lesson. The time required depends on so many circumstances that it is only the individual teacher—who knows *himself* and *his pupils*, and *the actual state of his and their physical and mental energies*—that can decide the point.

(e) It is not absolutely true to say that the predicate is always more strongly stressed than the subject. *E.g.* when we have *the same predicate*, but *different subjects*, in two successive questions or statements, the second subject, by reason of the implied *contrast* with the first subject, will receive more stress than the predicate—*An leabhar é éim?* ‘Seas. *An leabhar é sim?* ‘Seas.

(f) Words like *páipéar*, *caite*, are not suitable for use in this lesson (or Lesson II). They are properly words of *material*. To have them on a par with *leabhar*, *peann*, etc., we should have to say *blúipe páipéir*, *blúipe caite*.

(g) The teacher should note the construction of all sentences as they occur. Especially questions I and IV (Lesson I). In question I, as already remarked, the subject is “*an rú é éim*,” which means “the sort of thing that that object is.” The predicate is “*eas*,” and the pronoun “*e*” stands proleptically for the *subject*.

The *verb* is understood. In question IV the subject is *é éim*. **Cia** is the fundamental word of the predicate, but the

¹ See *Studies in Modern Irish*. Part I, pp. 44-47.

² With the natural exception of certain defective verbs like *ar*, *uas*.

prepositional pronoun *acu* is joined to it, and as *acu* stands proleptically for the alternative—*leabair nó peann*—the whole predicate is *cia'cu leabair nó peann*. In *cia* and *cao* questions, these words *invariably* constitute the predicate, or the fundamental part of the predicate.

Exercise I

(*é* *rim*=that. *é* *reo*=this.)

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the predicate in each case, and illustrate the new meaning in the same way.)

1°. *Cao é an puó é rim?* 1r *leabair é*. 2°. *An leabair é rim?* Ní *heath, lapán 1r eath é*. 3°. *Cia'cu borca nó rparán é reo?* Sparán 1r *eath é*. 4°. *Cia'cu leabair nó lapán é rim?* Ní *leabair ná lapán é, ac peann*. 5°. *An peann é rim?* 'Seath. 6°. *An borca é reo?* Ní *n-eath, ac bópu*.

Exercise II

Translate the above sentences, and the new ones you have formed, into English.

Exercise III

Translate into Irish:—

1°. This is not a pen, it is a pencil. 2°. Is that a pencil? Yes. Is this? No. 3°. What is it? A book. 4°. Is that a book? No, but a box. 5°. Whether is this a box or a purse? It's a purse. 6°. This is a match, ² is it? ³ Yes.

Exercise IV

Illustrate the meaning of the Irish of Exercise III by reference to the objects in question.

¹ *Cao é an puó é?* Don't use *é* *sin* or *é* *seo* twice of the same object in two successive questions. ² Emphatic position. ³ *An eath?*

LESSON II

(Feminine Nouns and Pronouns with the verb *ír*. Indefinite Predicate. Classification Sentences.)

VOCABULARY

Sgillíng=a shilling; *leat-píngínn*=a halfpenny; *píngínn*=a penny; *caṭaoir*=a chair; *eoṭair*=a key. *í*=it (feminine), she; *í rín*=that (referring to feminine noun).

- I. *Caṭ é an ruṑ í rín?* *Ír píngínn í.*
- II. *An píngínn í rín?* *'Seað.*
- III. *An píngínn í rín?* *Ní h-eað, rṡíllíng ír eaṑ í.*
- IV. *Cia'cu píngínn nó rṡíllíng í rín?* *Sgillíng ír eaṑ í.*
- V. *Cia'cu píngínn nó rṡíllíng í rín?* *Ní píngínn ná rṡíllíng í, ac leat-píngínn.*

NOTES ON METHOD AND GRAMMAR

I. Read carefully the notes on Lesson I. The same principles apply here. The question *Caṭ í an ruṑ í rín?* is incorrect. The first pronoun (*í*) refers directly *not* to the object whose name is feminine (pointed out by *í rín*), but to *AN RUṑ*. See analysis of questions, p. 15. It has been questioned whether one should not say *Caṭ é an ruṑ É rín?* even when the name of the object pointed out is feminine, on the ground that the pupil does not yet know the name of the object. But the teacher *does*, and as his aim is to familiarise the pupil with the correspondence between feminine pronoun and feminine noun, *í rín* should undoubtedly be used. It would be quite different if neither teacher nor pupil knew the name of the object. Then, one should have to use *É rín*.

Exercise V

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the predicate in each case, and illustrate the new meaning in the same way.)

- 1°. *Caṭ é an ruṑ í rín?* *Ír caṭaoir í.* 2°. *An caṭaoir é¹*

¹ The gender of the Subject pronoun is determined, of course, by the gender of the corresponding noun, not by the gender of the Predicate noun.

rim? Ní h-eaó, bóro ir eaó é. 3°. Cía'cu pinginn nó leat-pinginn í reo? Pinginn ir eaó í. 4°. Cía'cu eocair nó peann é rim? Ní h-eocair ná peann é, ac peann-luair. 5°. An peann-luair é í reo? Ní h-eaó, ac eocair. 6°. Eocair ir eaó í, an eaó? 'Seao

Exercise VI

Translate the above sentences, and the new ones you have formed, into English.

Exercise VII

($\mu\alpha\sigma\iota(m)$ =a sixpence; $\text{leat-}\mu\alpha\sigma\iota(m)$ =a threepenny piece)
Translate into Irish:—

1°. This is not a penny, it's a halfpenny. 2°. Is that a halfpenny? Yes. Is this? No. 3°. What is it? It's a shilling.¹ 4°. Is that a shilling? No, but a sixpence. 5°. Whether is this a sixpence or a shilling? It's a shilling. 6°. This is a threepenny piece, is it? Yes.

Exercise VIII

Illustrate the meaning of the Irish of Exercise VII by reference to the objects in question.

LESSON III

(The Verb ir with definite Predicates.)

VOCABULARY

An=the (definite article, m. and f. sing. Nominative in this lesson): cáirda=a card; an cáirda=*the* card (definite); bán=white; dub=black; donn=brown; dearg=red; buíde=yellow; gorm=blue; gair=grey; uairne=green (artificial green; gair=natural green); ribín=ribbon; clár-dub=blackboard; cat=cat; capall=horse.

Seán ó Catáin's "Colour-Cards" may be used conveniently for this lesson. A picture can be used for cat, capall.

The attributive adjective is, in Irish, generally placed *after* the noun—cáirda bán, cáirda dub.

¹ Emphatic position, because of the previous question which insinuated that it was a halfpenny.

Before introducing the definite predicate, it will be useful to go through the forms of Lesson I, using *cárta*, *cárta dub*, etc. Then—

- I. *Cia'cu cárta é rin ? Sé an cárta dub é.*
- II. (a) *An é rin an cárta dub ? 'Sé.*
 (b) *An é an cárta dub é rin ? 'Sé.*
- III. (a) *An é rin an cárta dub ? ní hé ; sin é é.*
 (b) *An é an cárta dub é rin ? ní hé ; ac an cárta dub.*
- IV. *Cia'cu an cárta dub nó an cárta bán é rin ? Sé an cárta dub é.*
- V. *Cia'cu an cárta dub nó an cárta bán é rin ? ní hé an cárta dub ná an cárta bán é, ac an cárta buíde.*

NOTES ON METHOD AND GRAMMAR

(There should be *only one* card, ribbon, cat, horse, etc., of any particular colour before the class. Cf. Lessons I and II, in which it is essential that there should be *several* objects of the same species. In these Lessons (I and II) there was question of *specific agreement*. In Lesson III there is question of *individual differences*.)

I. *Cia'cu cárta é rin ?* is the proper form of question here—not *Cao é an cárta é rin ?* The former is better suited to elicit the *definite* answer—the black card, as distinguished from the white one, etc. Notice that the only reason why we do not say, in the answer, *Ír é an cárta dub é sin ?* is the same reason which forbids the use of *Sin* in the answer to question I of Lessons I and II. We *should* say, *Ír é an cárta dub é rin*, if we were referring to that object for the first time (either absolutely, or after referring to something else), and asserting that it *is* the black card (and not the white one, for instance). *Sin é an cárta dub* would be an incorrect answer to this first question, because this answer implies that *I was looking for AN CÁRTA DUB* (which is the *subject* of the statement), and that it is now being pointed out to me (*rin é* is *predicate*). Yet this is the answer frequently given by teachers—the result being confusion and want of precision. The difference is brought out more clearly in questions II and III.

II. Note carefully the difference in meaning between II (a) and II (b). In II (a) I am talking of *an cáirta túb* (the Subject), and wish to know am I right in pointing it out as the one denoted by *é rin* (the Predicate). In II (b) I am talking of the object pointed out by *é rin* (the Subject), and asking am I right in assigning its colour as (*an cáirta túb*) (the Predicate). The words *é rin* and *an cáirta túb* denote two quite different aspects of the object in question. I may think and speak of the object under either aspect, and the formal meaning of my question or statement will vary accordingly. There is a great deal of looseness prevalent in the use of *é rin* in such sentences. These beautiful distinctions should be carefully attended to. The point is further illustrated in the answers to question III. Question II (a) should, of course, be introduced *naturally*. It may be done as follows: *Cia'cu cáirta é rin?* 'Sé *an cáirta túb é*. *Cia'cu capall é rin?* Sé *an capall túb é*. Then—*An é rin an cáirta túb?* Sé *An é rin an capall túb?* Sé. So, with II (b). Begin thus—*Cia'cu cáirta é rin?* *An é an cáirta bán é?* Sé. Then—*An é an cáirta túb é rin?* Sé.

III. In III (a) the answer—*ní hé, ac an cáirta bán*—would be illogical. That is not what I wanted to know when I put the question. I have no interest in the colour of the card pointed out (*é rin* is *Predicate*) *except in so far as it may possibly be the black one* (*an cáirta túb* is Subject). If it is not the black one, then I don't care what colour it is—all I want to know is, where *is* the black one? The true answer, therefore, is—*ní hé, sin é é*. On the other hand, in III (b), *all my interest* is in the colour of the card pointed out (*é rin* is Subject), and *not at all* in the *black* card, except in so far as this may possibly be what I want; if it is not, then all I want to know is, what *is* the colour of the card pointed out. The true answer here is—*ní hé, ac an cáirta bán*. Or we might say *ir é an cáirta bán é*. In reference to this, notice that we might have expected an emphatic answer (as in the answers to question III, Lessons I and II), which would be *An cáirta bán ir é é*. This, however, is not common, so perhaps the form with *ac* is the more convenient one to use here. *An cáirta bán ir ead é* is a monstrosity which is often heard, and sometimes even seen in print!

iv. Here also the unemphatic *í é an cáirta dúb é* is usual, instead of the emphatic *An cáirta dúb í é é*.

Contrast the answers *í é, í easó ; ní hé, ní heasó*. Notice the first pronoun *é* in the answers to questions I and IV, and in questions II (b) and III (b). This pronoun was not necessary in Old Irish (though it sometimes occurs), because *without it* the predicate was joined immediately to the verb, and the essentials for predication were complete. For the explanation of its use in Modern Irish, see *Studies in Modern Irish*, Part I, p. 15. The student should now be exercised in all three lessons, being required sometimes to give the definite, and sometimes the indefinite answer, according to the form of the question. Thorough drill in this is essential.

Exercise IX

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the Predicate in each case, and illustrate the new meaning in the same way.)

1°. *An cáirta é ím ? 'Séasó.* 2°. *Cia'cu cáirta é ? ¹ Sé an cáirta ² goim é.* 3°. *An é an cáirta goim é reo ? Ní hé, ac an cáirta slar.* 4°. *An é reo an cáirta goim ? Sé.* 5°. *An é reo é ? Ní hé, ím é é.* 6°. *Cia'cu an capall dúb nó an capall bán é ím ? Sé an capall bán é.* 7°. *Cia'cu an íubín dearg nó an íubín burde é reo ? Ní hé an íubín dearg ná an íubín burde é, ac an íubín goim.*

Exercise X

Translate the above sentences, and the new ones you have formed, into English

Exercise XI

Translate into Irish :—

1°. Which book is this ? It's neither the black nor the

¹ Notice again that we must not say *é sin* here, as we are still referring to the same object already pointed out, and distinguished from all others, by the *é sin* of question 1. ² The repetition of the noun *cáirta* is justified here by the addition of *goim*. *Cáirta* and *cáirta goim* are really different terms. In actual speech *ceann goim* is frequently used instead.

green one,¹ but the blue. 2°. Is that the black horse? No, this is it. 3°. Is this the white horse? No, it's the black cat. 4°. Is this a cat? Yes. 5°. Which cat is it? It's neither the black nor the white one,¹ but the brown one.¹

Exercise XII

Illustrate the meaning of the Irish of Exercise XI by reference to the objects in question.

LESSON IV

(*τὰ, níl, fuit with Prepositions and Prepositional Pronouns.*)

The verb *ir* connects two substantives directly, *i.e.* two nouns, or two pronouns, or a noun and a pronoun, or an adjective and a noun or pronoun; or it connects directly two modes (as in III, IV and V of the following lesson). There is another verb "to be," *viz.* *τὰ*, which is used only to connect substantive and mode (as in I, VI, VII of the following lesson); that is, it implies some state or condition in which the subject is supposed to be, or not to be. One of its most obvious uses is to state where things are, or are not.

VOCABULARY

τὰ=is (are); *níl* (negative form of *τὰ*)=is not (are not)? *ατὰ* (relative form of *τὰ*)=which (who) is (are); *αν υφuit* (affirmative interrogative form of *τὰ*) is? (are?); *εά υφuit*=where is (are)? *Σé* (m.), *ρί* (f.) pronouns to be used as subjects to *τὰ* (as contrasted with *έ, í*, to be used as subjects or predicates with "*ir*"); *αρ*=on, upon; *φε*=under; *αιρ* (m.)=on it (him); *υιρετι* (f.)=on it (her); *φε* (m.)=under it (him); *φιετι* (f.)=under it (her); *εσυρ*=and; *ανοιρ*=now; *δον μωο. δοιμνίω*=anything; *μωο αρ βιτε*=anything at all; *ρεαεαρ*=besides.

I. *τὰ αν πεανν αρ αν ιμβόρω.*

τὰ αν ιαράν φέ 'n ζεαεαοιρ.

τὰ αν ιγίλλινγ αρ αν βρινγινν.

τὰ αν ιπαριάν φέ 'n ιμβορεα.

¹ Repeat the nouns *λεαβαρ, cat, etc.* for the present. *Orceann* may be used instead,

- II. Cía'cu an peann nó an peann-luarðe atá ar an mbóro ?
 An peann.
 Cía'cu an peann nó an lapán atá fé n scaṁaoir ?
 An lapán.
 Cía cu an rṣillings nó an maol atá ar an bpinginn ?
 An rṣillings.
 Cía'cu an leat-pinginn nó an rparián atá fé n mborca ?
 An rparián.
- III. Cía'cu ar an mbóro nó ar an mborca atá an peann ?
 Ir ar an mbóro atá SÉ.
 Cía'cu fé 'n scaṁaoir nó fé 'n mbóro atá an lapán ?
 Ir fé 'n scaṁaoir atá SÉ.
 Cía'cu ar an bpinginn nó ar an leat-pinginn atá an
 rṣillings ? Ir ar an bpinginn atá SÍ.
 Cía'cu fé 'n mborca nó fé 'n mbóro atá an rparián ?
 Ir fé 'n mborca atá SÉ.
- IV. An ar an mbóro . tá an peann ? Ir AIR.
 An fé 'n scaṁaoir atá an lapán ? Ir FÚITÍ.
 An ar an bpinginn atá an rṣillings ? Ir UIRCTÍ.
 An fé 'n mborca atá an rparián ? Ir FÉ.
- V. An fé 'n mbóro atá an peann ? Ní heaṁ, ac air.
 An ar an scaṁaoir atá an lapán ? Ní heaṁ, ac fúití.
 An fé 'n bpinginn atá an rṣillings ? Ní heaṁ, ac
 uirctí.
 An ar an mborca atá an rparián ? Ní heaṁ, ac fé.
- VI. (Cía'cu an peann nó an peann-luarðe é rin ? An
 peann.)
 CÁ bfuil fé ? Tá fé ar an mbóro
 CÁ bfuil an lapán ? Tá fé fé'n scaṁaoir.
 CÁ bfuil an rṣillings ? Tá rí ar an bpinginn.
 CÁ bfuil an rparián ? Tá fé fé 'n mborca.
- VII. Cao tá ar an mbóro ? An peann ASUS an eoṁair.
 Cao tá air ANOIS ? An peann asur an eoṁair asur
 an rṣillings.
An bfuil an peann air anoir ? NÍL.
An bfuil an eoṁair air ? TÁ.
An bfuil rí air anoir ? NÍL.
 Cao tá air anoir ? An rṣillings.
 An bfuil rí air anoir ? NÍL.
 Cao tá air anoir ? NÍL RUO AR BÍCT air anoir.

Δη ὕφαιτ **RUĐ** ΔΡ **bič** ΔΡ ΔΝΟΙΡ? Τά—Δη πεΔνν γ
Δη πεΔνν-λואρδε.

Δη ὕφαιτ **μυθ** ΔΡ **bič** ΔΡ **SEΔČAS** Δη πεΔνν? Τά—
Δη πεΔνν-λואρδε.

Δη ὕφαιτ **μυθ** ΔΡ **bič** ΔΡ **peΔčap** Δη πεΔνν-λואρδε?
Τά—Δη πεΔνν.

Δη ὕφαιτ **μυθ** ΔΡ **bič** ΔΡ **peΔčap** Δη πεΔνν **ΔZus** Δη
πεΔνν-λואρδε? **nit.**

NOTES ON METHOD AND GRAMMAR

The amount of this lesson to be taught at one class will depend on circumstances. The teacher himself must be the judge of that.

I. This is a difficult lesson to teach well. It is full of traps for the unwary. Observe carefully the four sentences given under I. It would not do to say Τά Δη πεΔνν ΔΡ Δη Δη **mbόpθ**; τά Δη πεΔνν-λואρδε **ρέ'η** **mbόpθ**—as is usually done. In the first place we have here the unnecessary and inelegant, and therefore wrong, repetition of the noun **bόpθ**. Further, there is a natural contrast, either between the pen and the pencil, or between a position *on* and a position *under* the table. These contrasts would not be expressed naturally in the above way (not to mention the wrong stressing of the simple prepositions, in order to eke out the meaning). We should have to say in the second sentence, either **η ε** Δη πεΔνν-λואρδε **Δτá** **ρέ**, or else **η** **ρέ** **Δτá** Δη πεΔνν-λואρδε. Hence the order selected for the four statements under I. Before placing the several objects, the teacher should first call attention to them, and also to the objects on or under which he is about to place them. Thus, for first sentence under I he will begin:

ČiΔ'cu Δη πεΔνν **nó** Δη πεΔνν-λואρδε **ε** **pη**? **Sé** Δη πεΔνν **ε**.

(This introduces the definite article *naturally*. There should be only *one* pen and *one* pencil before the class.)

ČiΔ'cu Δη **bopčá** **nó** Δη **bόpθ** **ε** **pη**? **Sé** Δη **bόpθ** **ε**.

Then he will place the pen on the table, LEAVE IT THERE. and say:—

Τά Δη πεΔνν ΔΡ Δη Δη **mbόpθ**.

I have repeatedly seen the teacher place the pen on the table, and then, when about to say *τᾱ* . . . etc. *take it off again, and hold it in his hand*, while asserting that it is on the table!

II. There is no great difficulty here. But notice the construction. The subject is *an fuo* (understood) *ατᾱ* . . . the predicate being *cia'cu* . . . *nó* . . . The verb "*ir*" (understood) connects directly the two substantives (*an fuo* . . . and *cia'cu* . . .); while the verb "*τᾱ*" (within the subject of the main sentence) connects the substantive (relative pronoun) *Δ(τᾱ)* with the *mode* *ar an mbóro*.

III., IV. These are complex elliptical sentences—the combination or comparison of two *modes*. For explanation, see *Studies in Modern Irish*, Part I, pp. 8–10. They are understood as *definite*—the contrast being between two definite things, e.g. the table and the box.

V. Complex, elliptical sentences also. They are understood as *indefinite*, however. The contrast is *not* between the table, e.g. and some other definite object, but rather between A position ON the table and A position UNDER it.

VI. The meaning of *Cá úrúil ré?* can be made clear by a few prefatory questions, such as—*An ar an gcaíaoir ατᾱ ré?* *An ré'n mbóro ατᾱ ré?* etc.

N.B.—*Δir*=*ar é*; ¹ *uirí*=*ar í*; *ré* (as prep. pron.)=*ré é*; *ríirí*=*ré í*.

Exercis XIII

(Illustrate the meaning of the following sentences by reference to the objects in question. Then change the positions, and illustrate the new meaning in the same way.)

1°. *Τᾱ peann ar an mbóro, 7 τᾱ ríillíng ré'n leabhar ατᾱ ar an gcaíaoir.*

2°. *Cia'cu an leabhar dub nó an leabhar uairíne ατᾱ ré'n mbóro? An leabhar dub.*

3°. *Cia'cu ré'n mbóroca nó ré'n mbóro ατᾱ ré? Ir ré'n mbóro ατᾱ ré.*

¹ *Δr é* (etc.) are used in one particular case. See *Studies in Modern Irish*, Part I, p. 159, No. 9.

4°. An fé'n gcataoir atá an eóchair? Is fúici. Cá bfuil sí? Tá sí fé'n gcataoir.

5°. Tá peann i lárán i eóchair i rparián ar an mbóro.

6°. Níl ruo ar bít anoir air, reácar an eóchair.

Exercise XIV

Translate the above sentences, and the new ones you have formed, into English.

Exercise XV

Donac (m.)=a fair; ar an donac=at the fair; an t-donac=the fair (nom.); úrlár (m.)=a floor; ar an úrlár=on the floor; an t-úrlár=the floor (nom.); Seán (m.)=John.

Translate into Irish:—

1°. There's a sixpence and a threepenny-piece on the floor.
2°. Is there anything besides the penny on the table? Yes, there's a shilling, and a book, and the green card.
3°. Where is the blue ribbon? It is on the floor, under the chair.
4°. Is it the blue ribbon that's on the chair? No, but the white one.
5°. Where is John now? He's at the fair.

Exercise XVI

Illustrate the meaning of the first four sentences of the Irish of Exercise XV by reference to the objects in question.

Exercise XVII

Dat=colour; Cao é an dat atá ar . . . What is the colour of . . . ? So, seo=this, these (adjectives); san, sin=that, those. So and San are used after broad sounds; seo and sin after slender sounds.

Frame suitable sentences (affirmative, negative, interrogative) containing the following prepositional phrases:—1°. Ar an mbóro. 2°. Fé'n mborca. 3°. Fé'n gcataoir. 4°. Ar an donac. 5°. Fé'n leat-pinginn. 6°. Ar an gcataoir. 7°. Fé'n scáirta. 8°. Ar an úrlár. 9°. Ar an scáirta ro. 10°. Ar an bpeann san.

LESSON V

(*Tá with Prepositions and Prepositional Pronouns, continued.*)

VOCABULARY

in=in; in *an*=in the (often contracted into "*sa*");
ir *ti* *g* (adv.)=within, inside; *amui* *g* (adv.)=outside, out;
ti *g* (m.), (*teac*)=a house; '*ra*' *ti* *g*=in the house (also *ir* *ti* *g*
ra *ti* *g*); *amui* *g* *fé* *n* *rpéir*=out in the air; *rpéir*=sky (f.);
ca *ta* *ir* (f.)=a city; '*ra*' *ca* *ta* *ir*=in the city; *amui* *g* *fé* *n*
o *tu* *ai* *t* (f.)=in the country; *co* *la* *ir* *oe*=a college; '*ra*'
co *la* *ir* *oe*=in the college; *ro* *oi* (f.)=a school; *ar* *ro* *oi*=
at school; '*ra*' *ro* *oi*=in the school; '*ra*' *ba* *ite*=at home;
uir *ge* (m.)=water; *an* *tu* *uir* *ge* (nom.)=the water; *má* *la* (m.)
=a bag; *mea* *lbó* *g* (f.)=a bag (usually of sheepskin); *min*
(f.)=meal; *to* *ba* *ir* (m.)=a well.

- I. *Tá* *rgill* *g* *ra* *maol* '*ra*' *ppa* *ra* *n*. *Ca* *o* *tá* *ann*? *Tá*
. . . *ann*.
- II. *Tá* *min* *ra* *mea* *lbó* *g*. *Ca* *o* *tá* *inn* *ti*? *Tá* *min* *inn* *ti*.
- III. *Cá* *bfuil* *an* *rgill* *g*? *Tá* *í* *ir* *ti* *g* *ra* *ppa* *ra* *n*.
Cá *bfuil* *an* *min*? *Tá* *í* *ir* *ti* *g* *ra* *mea* *lbó* *g*.
- IV. *Ir* *ti* *g* *ra* *ti* *g*; *amui* *g* *fé* *n* *rpéir*.
Ir *ti* *g* *ra* *ca* *ta* *ir*; *amui* *g* *fé* *n* *o* *tu* *ai* *t*.

Exercise XVIII

Translate into English:—

- 1°. *Tá* *an* *co* *la* *ir* *oe* *ir* *ti* *g* *ra* *ca* *ta* *ir*; *ir* *amui* *g* *fé* *n* *o* *tu* *ai* *t*
a *tá* *an* *ro* *oi*.
- 2°. *Ca* *o* *tá* *ra* *ppa* *ra* *n*? *Tá* *pinginn* *g* *lea* *t* *pinginn* *ir* *ti* *g* *ann*.
- 3°. *Ca* *o* *tá* *ir* *ti* *g* *ra* *mea* *lbó* *g*? *Tá* *min* *ir* *ti* *g* *inn* *ti*.
- 4°. *Cá* *bfuil* *an* *rgill* *g*? *An* *ir* *ti* *g* *ra* *má* *la* *a* *tá* *í*? *Ní*
ea *o*, *a* *e* *ir* *ti* *g* *ra* *ppa* *ra* *n*.
- 5°. *Ní* *n* *ir* *ti* *g* *ra* *ti* *g* *a* *tá* *Seán* *an* *oi*. *Ir* *amui* *g* *fé* *n* *rpéir*
a *tá* *fé*.

Exercise XIX

mó *r*=great; *tu* *ma* *g*=a pity; *ir* *mó* *r* *an* *tu* *ma* *g* *ra* *n*!
Co *ro* *ó* *inn*=a crown; *lea* *t* *co* *ro* *ó* *inn*=half-crown; *Ná* (inter-
rogative negative particle) *fuil*=Is there not? Is . . . not?

ηαε (interrogative negative particle with "ΙΣ"): ηαε κάρτα
 é rim? = Is not that a card?

Translate into Irish:—

1°. The college is in the city, is it? Yes. But the school is in the country.

2°. There's nothing in the purse but a sixpence and a threepenny-piece. That's a great pity.

3°. There's no meal in the bag, and no¹ water in the well.

4°. Seán is out in the open air, is he not? Yes

5°. Aren't there a crown and a half-crown in the purse now? No, there's nothing but a half-crown in it.

6°. There's only² a halfpenny on the table now. What a pity³

LESSON VI

Θορᾶρ=door; ἀς ἀν πορᾶρ=at the door; ἀν πορᾶρ (m.) =the door (nom.); cúinne=corner; ῥα cúinne=in the corner; ἀν cúinne (m.)=the corner (nom.); ῥῖννεος=window; ἀς ἀν ὕρῖννεοις=at the window; ἀν ῥῖννεος (f.)=the window (nom.); πεῖκτιῦρ=a picture (f.); ὀυμε=a human being; ῥεᾶρ=man; βεᾶν=woman; ῥαρῥῦν=boy; καῖλῖν=girl; ἀνν=name (Ch ist'an); ὀό=to him (it, m.) ὀί=to her (it, f.); Καὸ ἱρ ἀνν ὀό=What's his name; ἀνῥᾶν=there; ἀνῥο=here; καναὸ=where? (when verb does not follow); εῖα=who? (which?).

- I. Εῖα hé ἀν ῥαρῥῦν ῥᾶν? Τὰὸς ὀ Σέαςῥοᾶ ἱρ ἀνν ὀό.
 Εῖα hí ἀν καῖλῖν ῥῖν? Μάῖρε ní Σέαςῥοᾶ ἱρ ἀνν ὀί.
 Εῖα hé ἀν ῥεᾶρ ῥᾶν? Ὀόμνᾶλλ ὀ Σῦλλῖοβᾶν ἱρ ἀνν ὀό.
 Εῖα hí ἀν βεᾶν ῥᾶν? Σῖτε ní Σῦλλῖοβᾶν ἱρ ἀνν ὀί.
- II. Εᾶ ὕρῖν Τὰὸς ὀ Σέαςῥοᾶ? Σῖν é ἀνῥᾶν ἀς ἀν πορᾶρ é.
 Εᾶ ὕρῖν Μάῖρε ní Σέαςῥοᾶ? Σῖν í ἀνῥᾶν ἀς ἀν ὕρῖννεοις í.
 Εᾶ ὕρῖν ῥεᾶρὀρο ὀ ἡυᾶλλᾶν (teacher's name)?
 (ἱρ) mise é.

¹ ἡά ní . . .

² ní . . . ᾶε.

³ ηαε μόρ ἀν ῥῖυεῖ ῥᾶν í

- Cá bfuil Seapóro ó Nuallán (addressed to pupil) ?
(1r) **TUSA** é.
- III. An mipe Seapóro ó Nuallán ? 1r tu An tupa é ?
Ní mé.
An tupa Tadó ó Séagóda ? 1r mé. An mipe é ?
Ní tu.
An é rin Tadó ó Séagóda ? 'Sé.
An í rin Máipe ní Séagóda ? 'Sí.
An mipe atá ag an nDoir ? Ní tu, ac Tadó ó Séagóda.
(a Tadó) an tupa atá ag an nDoir ? 1r mé.
An tu atá ag an bFuinneois ? Ní mé, ac
Máipe.
(a Máipe) an tupa atá ag an bFuinneois ? 1r mé.
An tu atá ag an nDoir ? Ní mé, ac
Tadó.
- IV. Tá Tadó ó Séagóda ag an nDoir ; ac 1r ag an gClár-
tub **ACÁIM-SE**.¹
(a Máipe) Tupa Máipe ní Séagóda, 7 1r ag an bFuinneois
ACÁOI-SE.¹
Sin é Tadó—1r ag an nDoir **ACÁ SEISEAN**.¹
Sin í Lil ní Cuirc—1r annan ra cúinne **ACÁ SISE**.¹
- V. **CÁIM-SE** ag an gClár-tub.
CÁOI-SE ag an nDoir, a Tadó.
CÁ SEISEAN ag an nDoir.
CÁ SISE annan ra cúinne

NOTES ON METHOD AND GRAMMAR

I. These questions should not be answered by *Sin é Tadó ó Séagóda*, etc. The meaning of this, as already noted, is—*THAT'S Tadhg O'Shea* (you were wanting him, weren't you?). Use may be made of pictures to illustrate the meaning of *feap*, *bean*, etc. Pupils should be familiarised with the Irish forms of their names from the very first.

II., III. Great care must be taken to teach *mipe*, *tupa* properly, and the distinction between these forms, and *mé*, *tú*. Thorough drilling is necessary.

IV. Similarly with the emphatic forms of the three persons

¹ The emphatic forms are used here because of the *contrast* between the different persons.

of the verb *τά*. *Τάμ-ρε*, *ταοι-ρε* should be taught before *τάμ*, *ταοι*. Pupils should be exercised frequently and vigorously in the use of all these forms. Those who learn from Grammars are ruined by rhyming lists of *unemphatic* forms, as usually given in the paradigms, e.g. *τάμ*, *ταοι*, *τά πέ*, *τά ρι*. This leads to the use of these forms, instead of the *emphatic* ones, when in actual conversation, there is contrast between different persons. Pupils should be trained to form the negative and interrogative forms corresponding to *τάμ-ρε*, *τάμ*, etc., for themselves. The second singular forms are the only ones which it will be necessary to teach—*ἔφουίρ-ρε*, *νίτιρ-ρε*, etc.

Exercise XX

Cionnur=how? *Cionnur ταοι*?=How are you? *Μαίτ*=good; *σο μαίτ*=well; *τάμ σο μαίτ*; *Ὑιρόεαθα τε Ὅια*=Thanks be to God. *σο ραίθ μαίτ αἶατ*=Thank you (or *ρλάν σο ραθαίρ*=lit may you be well).

Translate into English :—

- 1°. *ῤαρρύν ιρ εαθ ταθς ό Séαθόα, αῑ castín ιρ εαθ μάιρε*
- 2°. *τά ταθς αἶ αν ηθοιρα. ιρ αἶ αν ἔφυννεοις αῑά μάιρε*
- 3°. *Cionnur τά λιτ ní Ḷιιρε?* *τά ρι σο μαίτ, ρλάν σο ραθαίρ*
- 4°. *αῑ ἔφουι ρι ανοιρ?* *αηηραν ρα εύννε αῑά ρι.*
- 5°. *αν ἔφουίρ αηηραν, α λιτ?* *τάμ. Canαθ?* *αηηρο ρα εύννε.*

Exercise XXI

Translate into Irish :—

- 1°. *Am I Séan ó Séαθόα?* Yes. *Are you he?* No.
- 2°. *Are you λιαμ ό Ὑιαῑαλλα?* No, that's he, there.
- 3°. *Is it you who are at the door?* No, but *ταθς ό Séαθόα.*
- 4°. *Is it I who am at the blackboard?* Yes.
- 5°. *You are at the door, but it's at the blackboard I am.*
- 6°. *Are you at the door?* Yes. *Am I at the blackboard?* Yes.

LESSON VII

- I. (a) Tá leabhar ag Tomás. Níl don leabhar **AZAM-SA**. Ac tá borca **AZAM**.
 (b) An bhfuil borca ar bít **AZAC-SA**, a Tomás? (*Teacher answers*) Níl—ac tá leabhar **AZAC**.
 (c) Cía hé sin? Tomás ó Séasóda. An bhfuil borca ar bít **AIGE**? Níl. Is agam-rá atá an borca. Leabhar is ea atá **AIGE-sean**.
 (d) Cía h-í sin? Máire ní Séasóda. An bhfuil leabhar **AICI sin**? Níl, ac tá peann **AICI**.
- II. (a) **Mise** 7 **TÓZ**—Níl peann ar bít **AZAINNE**, ac tá borca 7 leabhar **AZAINN**.
 (b) A Máire 7 a Tomás—Níl borca ar bít **AZAIÖ-se** ac tá peann 7 leabhar **AZAIÖ**.
 (c) Tomás 7 Máire—Tá leabhar 7 peann **ACU**. Ac Máire 7 Líl—Níl leabhar ar bít **ACU-san**, ac tá peann 7 peann-luathó acu.
- III. (An garrún é sin? 'Sead. Cao is ainm do? Tomás ó Séasóda.)
 (a) Gearóid ó Nuallán (*teacher's name*) is ainm **DÓM-SA**.
 (b) Cao is ainm **DUIZ-se**? (to Tomás) Tomás is ainm **DUM**. Cao is ainm **DÓM-SA**? (*Pupil answers*) Gearóid is ainm **DUIZ**.
 (c) Cao is ainm **DÓ-san**? Dómnall is ainm **DÓ**.
 (d) Cao is ainm **DÍ-sin**? Líl is ainm **DÍ**.

NOTES ON METHOD AND GRAMMAR

There is no great difficulty in teaching this lesson, if it is carefully prepared. The plural forms, *agam*, etc., are introduced because **AZAINN** will be needed in Lesson XI. Be careful to use emphatic and unemphatic forms naturally. Begin the lesson by distributing the objects used in the lesson to the various pupils, keeping a *box* yourself. Notice that the subject of III (a) is (*an ainm a*) is ainm *dóm-ra*, "the name which is mine," and that the principal verb of the sentence (*is*) is understood at the beginning.

Exercise XXII

féior=knowledge; a féior=its knowledge, knowledge of it;
 tá a féior ašam=I know; An bfuil a féior ašat?=Do you
 know? ní féadap=I don't know, I wonder; Šaeóilš (f.)=
 Irish (language); béalta (m.)=English (language).

Translate into English:—

- 1°. Tá pinginn aš Site. Níl don pinginn ašam-ra.
- 2°. An bfuil pinginn ap bič ašat-ra, a Máire? Níl, ac
 tá (ceann) aš Site.
- 3°. Tá rparán aici rin, 7 tá ršilling 7 paol 7 coróinn 7 leat-
 coróinn aici ann.
- 4°. Tá ršilling 7 paol ašamne, ac níl don coróinn ná leat-
 coróinn ašamnn.
- 5°. Cad ir amnn duit-re? Máire ní Šeagóda ir amnn dom.
- 6°. Tadš ó Šeagóda ir amnn dó ro, 7 lil ní Čuirc ir ead¹
 ir amnn di rin.
- 7°. An bfuil'féior ašat cia'ca Šaeóilš nó béalta é reo?
 Tá, Šaeóilš ir ead é.
- 8°. Tá Šaeóilš ašam-ra, ac níl don Šaeóilš aše rin. Nac
 mór an truaš é?
- 9°. An bfuil'féior ašat cia h-i an cailín atá annran ra
 cúinne? An i lil ní Čuirc i? 'Sí.
- 10°. An bfuil'féior ašat cá bfuil Site ní Šúilliobán anoir?
 Ní féadap. Níl ri irciš ra ciš.

Exercise XXIII

(Aipšeao (m.)=money.)

Translate into Irish:—

- 1°. We have Irish, thanks be to God, but you have only
 English.
- 2°. I wonder is there any money in the purse that's on the
 table.
- 3°. There's only a sixpence in it, but I have a hal -crown
 here.

¹ For this pronoun ead here see Note on Proper Names, *Studies
 in Modern Irish*, Part I, pp. 41-43.

4°. That is good. *I* have the half-crown now, thanks to you.

5°. I don't know whether it's a man or a woman who's in the college.

6°. I know it's a woman. Don't *you* know it is *lit. ní Cuipic?*

7°. I wonder what's *your* name, and do you know ¹ any Irish.

8°. It's a great pity, but I don't know any Irish at all.

9°. Do you know whether it is Irish or English that is in this book?

10°. You and Tadhg, Mary, have only English.

LESSON VIII

(*na n-uimhreacha*=*The Numerals*; *bun-uimhreacha*=*Cardinal Numerals*.)

A	A ¹	A ²	A ³	A ⁴	B	B ¹	B ²	B ³	B ⁴
	1r <i>ficé</i>	1r <i>daódo</i>	1r <i>trí fichio</i>	1r <i>ceithre fichio</i>		1r <i>ficé</i>	1r <i>daódo</i>	1r <i>trí fichio</i>	1r <i>ceithre fichio</i>
1. <i>don</i>	21	41	61	81	11. <i>don déag</i>	31	51	71	91
2. <i>dó</i>	22	42	62	82	12. <i>dó déag</i>	32	52	72	92
3. <i>trí</i>	23	43	63	83	13. <i>trí déag</i>	33	53	73	93
4. <i>ceachtair</i>	24	44	64	84	14. <i>ceachtair déag</i>	34	54	74	94
5. <i>cúig</i>	25	45	65	85	15. <i>cúig déag</i>	35	55	75	95
6. <i>sé</i>	26	46	66	86	16. <i>sé déag</i>	36	56	76	96
7. <i>seacht</i>	27	47	67	87	17. <i>seacht déag</i>	37	57	77	97
8. <i>ocht</i>	28	48	68	88	18. <i>ocht déag</i>	38	58	78	98
9. <i>naoi</i>	29	49	69	89	19. <i>naoi déag</i>	39	59	79	99
10. <i>deic</i>	30	50	70	90	20. <i>ficé</i>	40	60	80	100
						↓	↓	↓	↓
						<i>daódo</i>	<i>trí fichio</i>	<i>ceithre fichio</i>	<i>céad</i>

² Say—"have you."

NOTES ON METHOD AND GRAMMAR

Column A to be taught thoroughly first. Then column B, laying stress on the fact that this column is based on A. Then column A and A¹ to be taught together. Impress on pupils that all the columns A¹, A², A³, A⁴ are based on A. One has merely to add the words placed at the top of these columns, ἢ ρίε, ἢ ὀάεαο, etc. Note carefully the numerals, 20, 40, 60, 80, 100. Similarly, B¹, B², B³, B⁴ are all based directly on B, and as B is directly based on A, all the numerals from 1 to 100 are based on A (with the exception of the new words, ρίε, ὀάεαο, τῇ ρίεο, ἐεῖρε ρίεο, εἶαο). Attention to this makes the teaching of these numbers very easy.

In *abstract* counting the particle Δ is placed before the numerals thus: Δ η-αον, Δ ὀό, Δ τῇ ὀέας, Δ ρίε, etc. Δον, ὀό, etc., are used in concrete counting, where the objects are not *named*. For counting when the objects are named, see next Lesson. Instead of ὀό and εεαταιρ, ὀά and ἐεῖρε will then be used. Instead of αον ἢ ρίε, etc., αον ἀρ ρίεο or αον ρίεαο may also be used.

LESSON IX

(Counting of Objects.—Nominative Plural of Nouns)

- I. ὀόρτο, ὀά ὀόρτο, τῇ ὀύρτο, ἐεῖρε ὀύρτο . . .
ρεαετ (οετ, ναοι, ὀεῖ) ἢ ὀύρτο.

So with λαράν (pl. λαράν).

All these Nouns belong to the 1st Declension. All Nouns in this Declension are <i>masc.</i> and all in the nom. sing. end in broad consonants.	{	ραραν (pl. ραραν). εατ (pl. εαιτ); ρεαετ (οετ, ναοι, ὀεῖ) ὤεαιτ. εαραν (pl. εαραν); ρεαετ (οετ, ναοι, ὀεῖ) ὤεαραν. λεαδαν (pl. λεαδαν). πεανν (pl. πινν); ρεαετ (οετ, ναοι, ὀεῖ) ὀπινν.
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II. meabós, óá meabóis, trí meabós, ceitre meabós, . . . react (8, 9, 10) meabós.

2nd Declension. All
fem. All (in nom.
sing.) end in conso-
nants, but these may
be either broad or
slender.

So with *psillings* (pl. *psillinge*).
pinginn (pl. *pinginne*); *react*
bpinginne (etc.).

III. boíca, óá bóscá, . . . ceitre boícaí, . . . react
(8, 9, 10) mbóscáí.

4th Declension. Masc.
or fem. Vowel or
consonant endings in
nom. sing.

So with *cáirta* (pl. *cáirtaí*); *react*
scáirtaí (etc.).
máta (pl. *mátaí*); *react*
mátaí (etc.).
ribín (pl. *ribíní*); *react*
ribíní (etc.).
coláiríe (pl. *coláirí*);
react *scoláirí* (etc.).

IV. tobair, óá tobair, . . . ceitre toibreáca . . . react
(8, 9, 10) toibreáca. Raol, óá raol, . . .
ceitre raolaáca . . . react (8, 9, 10) raolaáca.
So, *leat-raol*. All these are 5th Declension in the
plural and 1st in the singular.

Caṡaoir, óá *caṡaoir*, . . . ceitre *caṡaoireáca*, *react*
(8, 9, 10) *scacṡaoireáca*.

So, *caṡair* (pl. *caṡraáca*), *eoṡair* (pl. *eoṡraáca*); *react*
n-eoṡraáca.

Fifth Declension, singular and plural.

Scoil, óá *rscoil*, ceitre *rscoileanna*, . . . *react* (8, 9,
10) *rscoileanna*.

Second Declension in singular, fifth in plural.

In the 5th Declension we have both masc. and fem.
nouns, with (in nom. sing.) both consonant and
vowel endings.

V. Counting *persons*—*Duine*, *beirt*, *triúr*, *ceathrar*,
cúigear, *reirear*, *mór-reirear* (*reactar*), *oṡtar*,
naonṡar, *deicniubair*, *don duine óéas*, óá *duine*
óéas, trí *duine óéas*, . . . *react* *n-duine óéas*
. . . *rice duine*.

VI. **Αν μό** λεάβας ἀν ἀν μπόρο ? Τρί cinn.

Αν μό carlin ἀνπο ? Τρίμ.

Αν μό ζαρρύν ? Cεατρar, etc.

NOTES ON METHOD AND GRAMMAR

I. Notice that the position occupied by the noun after the numerals 1-10 is the one occupied in the compound numbers also. *E.g.* **ὅά** λεάβας ; **ὅά** λεάβας ὀέας ; **ὅά** λεάβας ἡ ὀάαο ; **ὅά** λεάβας ἡ cείτρε φίρο ; **ὅά** λεάβας ὀέας ἡ φίε. The numerals 20, 40, 60, 80, 100 are *nouns*, and so properly speaking are followed by the gen. plural (generally the same as the nom. sing.).

II., III., IV. Here we are introduced to the Declension of Nouns—the dual number (after ὀά) and the nom. pl. The dual is the same IN FORM as the dat. sing. (except that the gen. pl. is sometimes used for the gen. dual).

LESSON X

(ηα η-ὕμπεαα ὕμρο=*The Ordinals*)

	ἡ φίε	ὀάαο	ἡ φίο	ὀάαο	ἡ φίο
1st cέαο	21st ἀονίμαό	41st	61st	81st	
2nd ὀαπα	22nd	42nd	62nd	82nd	
3rd τριίμαό	23rd	43rd	63rd	83rd	
4th cεατρμαίμαό	24th	44th	64th	84th	
5th cúγεαό	25th	45th	65th	85th	
6th πέμαό	26th	46th	66th	86th	
7th πεαέτμαό	27th	47th	67th	87th	
8th οέτμαό	28th	48th	68th	88th	
9th ηαοίμαό	29th	49th	69th	89th	
10th οείείμαό	30th	50th	70th	90th	
		ἡ	ἡ	ἡ	
ὀέας	ἡ φίε	ὀάαο	ἡ φίο	ὀάαο	ἡ φίο
11th ἀονίμαό	31st	51st	71st	91st	
12th	32nd	52nd	72nd	92nd	
13th	33rd	53rd	73rd	93rd	
14th	34th	54th	74th	94th	
15th	35th	55th	75th	95th	
16th	36th	56th	76th	96th	
17th	37th	57th	77th	97th	
18th	38th	58th	78th	98th	
19th	39th	59th	79th	99th	
20th	40th	60th	80th	100th	

- I. An céad leabhar, an dara leabhar, an tríú leabhar;
an t-aoonmáð leabhar déag.
 An céad cailín, an dara cailín, an tríú cailín;
an t-aoonmáð cailín déag.
 An céad eochair, an dara h-eochair, an tríú eochair;
an t-aoonmáð eochair déag.

- II. Lá=day; mí=month; féilire=calendar.

This Calendar for the month should be drawn up to suit the date of the lesson, and arranged according to the days of the week. Notice that an lā inōiu, etc., are nouns, whereas inōiu, etc., by them- selves, are adverbs of time.	}	5	12	19	26	
		6	13	20	27	
		7	14	21	28	
		1	8	15	22	29
		2	9	16	23	30
		3	10	17	24	31
		4	11	18	25	

- III. An céad lá, an dara lá, etc., up to an t-aoonmáð lá
 déag ir píce.

Then—14/VII/'20 (supposed date of lesson)—

an lá inóiu (an lá atá anois ann)

13/VII/'20—**an lá inóé.**

15/VII/'20—**an lá imbáiread.**

NOTES ON METHOD AND GRAMMAR

I. "First," when joined to another numeral, is *aoonmáð* (not *céad*). The definite article precedes the ordinal. Notice that the various columns of ordinals are inter-connected in the same way as the cardinals.

II. It will be no harm to explain briefly in English the meaning of *lá*, *mí*, etc. It will save a lot of time and trouble. It is assumed that the lesson is being taught on the 14th July, 1920. Of course the numbers will have to be changed, and the calendar differently arranged, to suit the *actual* date of teaching.

LESSON XI

- I. An ceatramhaid lá déag de'n mí—rim é an lá atá anois
 aghainn—an lá **inniu**.
 Cao é an lá de'n mí atá inniu aghainn? An ceat-
 ramhaid lá déag.
 Cao é an lá de'n mí a bhí inné aghainn? An trímhaid
 lá déag.
 Cao é an lá de'n mí a bheith imbháiread aghainn?
 An cúigeaid lá déag.
- II. An é seo an ceatramhaid lá déag de'n mí? 'Sé.
 An é seo an trímhaid lá déag de'n mí? Ní hé, **is inné
 a bhí sé aghainn**.
 An é seo an cúigeaid lá déag de'n mí? Ní hé, **is
 imbháiread a bheith sé aghainn**.
- III. An é an ceatramhaid lá déag atá inniu aghainn? 'Sé
 An é an trímhaid lá déag é? Ní hé, ac an ceatramhaid
 lá déag.
 An é an trímhaid lá déag a bhí inné aghainn? 'Sé.
 An é an cúigeaid lá déag atá inniu aghainn? Ní hé,
 ac an ceatramhaid lá déag.
 An é an cúigeaid lá déag a bheith imbháiread aghainn?
 'Sé.
- IV. CA'TOIM a bhí an trímhaid lá déag aghainn? Inné.
 CA'TOIM a bheith an cúigeaid lá déag aghainn? Imbháiread.
 CA'TOIM a bhí (or a bheith) an ceatramhaid lá déag aghainn?
 'Sé atá inniu aghainn.

NOTES

II. Observe the exact meaning of these questions, and the force of the answers given.

III. Contrast with II.

IV. Notice the emphatic form of answer to 3rd question. What is the reason?

Exercise XXIV

Translate into Irish:—

1°. This is the second day of the month. When had we the first? Yesterday.

2°. To-morrow will be the third. When had we the second? *To-day* is the second.

3°. Is it the third of the month we have to-day? No, but the second.

4°. Seán was at the fair yesterday, but he is here to-day.

5°. Lily Quirke will be at school to-morrow, and she will have a purse with ¹ a half-crown, and a shilling and a sixpence in it.

6°. May O'Shea will not be there, but Tadhg will. He's a good boy.

7°. Dan Sullivan is not here now, and I don't know when he will be. Do you?

8°. I don't. He was in the college in the city yesterday.

9°. I wonder how he is these days. Is he well?

10°. He will be here to-morrow—then you will know.

Conversation—*Nac bpeas (fuap, fluc, brotallac) an lá atá iníu againn? Is bpeas (fuap, fluc, brotallac) go denim.*

LESSON XII

I. (a) *Cad é an lá de'n mí atá iníu againn? An ceathrú lá deas.*

Cad é an lá de'n tseachtúiláin é? An céad-úoláin.

(b) *Cad é an lá de'n tseachtúiláin a b'í imbáireac againn? An Darúoláin.*

(c) *Cad é an lá de'n tseachtúiláin a b'í iníu againn? An míáirt.*

II. *Seacht lá na Seachtmáire*—*An luan, an míáirt, an Céadúoláin, an Darúoláin, an Doine, an Sathúin, an Domnac.*

Abair peacht lá na Seachtmáire.

III. *Catom a b'í an dáia lá deas de'n mí againn? Atrú iníu.*

Catom a b'í an réimá lá deas de'n mí againn? Umánoirtear.

¹ Say *asur*.

INTRODUCTION TO

Catom a berò an reachtínad lá déas ašainn? **Óíá**
 Sačairn seo cúšainn
 Catom a bí an deicínad lá ašainn? **Óíá**
 Sačairn seo šaíb tórainn.
 Catom a berò an t-octínad lá déas ašainn? **Óíá**
 Domnais reo cúšainn
 Catom a bí an t-domínad lá déas ašainn? **Óíá**
 Domnais reo šaíb tórainn.
 Catom a bí an naoínad lá ašainn? **Óíá h-aoine**
 seo šaíb tórainn?
 Catom a bí an t-octínad lá ašainn? **Óíá rōaoim**
 seo šaíb tórainn?

IV.	Nouns	meiteam	túl	lúgnara	Adverbs
seacé lá na seacémaine	an luan	21 28	5 12 19 26	2 9	Óíá luan
	an máirt	22 29	6 13 20 27	3 10	Óíá máirt
	an céadaoin	23 30	7 14 21 28	4 11	Óíá céadaoin
	an daraoin	24 1	8 15 22 29	5 12	Óíá'raoin
	an aoine	25 2	9 16 23 30	6 13	Óíá h-aoine
	an Sačairn	26 3	10 17 24 31	7 14	Óíá Sačairn
	an Domnác	27 4	11 18 25 1	8 15	Óíá Domnais

NOTES

I. One may explain the meaning of reachtínain in English, pointing out its connection with reacé.

II. An luan=*Dies Lunae*, Moon-day; an máirt=*Dies Martis*, the Day of Mars; an céadaoin=the first fast-day of the week—an céad aoine; an daraoin, supposed to be "the day between two fasts"—eadaoíar ód aoine; an aoine=THE fast-day; an Sačairn=*Dies Sāturni*, Saturn's day; an Domnác=*Dies Dominica*, the Lord's Day.

III. Drill the pupils well on the five expressions—atnú inóé, inóé, inóiu, imbáirneac, umanoirtear (all *adverbs*).

IV. The calendar should be drawn up to suit the time at which these lessons are being taught. From this on the pupils should write the date in Irish each day in their Exercise books.

Exercise XXV

Translate into English :—

1°. 'Sí an Dardaoim a bheo againn imbáireac, 7 an Doime umanoircear.

2°. Sé an peactmao lá deas de'n mí a bheo againn Dia Satairn reo cúgáinn.

3°. B'i Dóinnall ó Súilliobán annro ar rcoil iníde, 7 Dia h-Doime reo gáib coráinn.

4°. Níl tuine ar bít ar rcoil iníu.

5°. An bfuil fíor asat an mó tuine a b'i ann iníde?

6°. Ní fearar catom a bheo Taos annro.

Exercise XXVI

Translate into Irish :—

1°. I wonder when will Sile O'Sullivan be here.

2°. She was at the fair last Monday, and she was at school yesterday, and the day before, but where she is to-day I don't know.

3°. The day after to-morrow will be the 16th of the month, and next Sunday will be the 18th.

4°. Do you know when we shall have the 17th? Yes, next Saturday.

5°. I wonder what day of the month will next Monday be.

LESSON XIII

I. Iníu an ceactmao lá deas de'n mí.

Catom a bheo an t-aonmao lá ar fíde againn?

Seactmáin ó iníu.

Catom a bheo an t-octmao lá ar fíde againn?

Coizéibis ó iníu.

Catom a bheo an ceactmao lá de'n mí reo cúgáinn againn? **Trí seactmáine ó iníu,**

Catom a bheo an t-aonmao lá deas de'n mí reo cúgáinn againn? **Céire seactmáine ó iníu.**

II. Catom a b'i an peactmao lá de'n mí reo againn?
Seactmáin is lá iníu.

Catoin a bí an deicmáð lá ar fícró de'n mí reo gaid
topainn againn? **Coiztíðis** ir lá inoiu.

Catoin a bí an trímáð lá ar fícró de'n mí
reo gaid topainn againn? **Trí seactmáine** ir lá
inoiu.

Catoin a bí an rémáð lá deas de'n mí reo gaid topainn
againn? **Ceitre seactmáine** ir lá inoiu.

III. Inóe a bí an trímáð lá deas againn.

Catoin a bí an rémáð lá de'n mí reo againn? **Seact-
máin is lá inóe.**

Catoin a bí an naomáð lá ar fícró de'n mí reo gaid
topainn againn? **Coiztíðis is lá inóe.**

Catoin a bí an dapa lá ar fícró de'n mí reo gaid
topainn againn? **Trí seactmáine is lá inóe.**

Catoin a bí an cúiseað lá deas de'n mí reo gaid
topainn againn? **Ceitre seactmáine is lá inóe.**

IV. Catoin a berð an ficeað lá de'n mí reo againn? **Óia
Máirt** reo cúgáinn.

Catoin a berð an reactmáð lá ar fícró againn?
Seactmáin ó'n Máirt seo cúgáinn.

Catoin a berð an trímáð lá de'n mí reo cúgáinn againn?
Coiztíðis ó'n Máirt seo cúgáinn.

Catoin a berð an deicmáð lá de'n mí reo cúgáinn
againn? **Trí seactmáine ó'n Máirt** seo cúgáinn.

V. **Imbáireac** a berð an cúiseað lá deas againn.

Catoin a berð an dapa lá ar fícró de'n mí reo againn?
Seactmáin ó imbáireac.

Catoin a berð an naomáð lá ar fícró de'n mí reo
againn? **Coiztíðis ó imbáireac.**

Catoin a berð an cúiseað lá de'n mí reo cúgáinn
againn? **Trí seactmáine ó imbáireac.**

Catoin a berð an dapa lá deas de'n mí reo cúgáinn
againn? **Ceitre seactmáine ó imbáireac.**

VI. Catoin abí an t-octmáð lá de'n mí reo againn? **Óiar-
daoín** reo gaid topainn.

Catoin a bí an céað lá de'n mí reo againn? **Seact-
máin** ir an dardaoín reo gaid topainn.

Catoin a bí an ceactmáð lá ar fícró de'n mí reo gaid
topainn againn? **Coiztíðir** ir an dardaoín reo
gaid topainn.

Caoimh a b'í an reáchtáil lá déag de'n mí seo saib
 tóirinn a'gáinn? Trí reáchtáine ir an da'raoim
 seo saib tóirinn.

NOTES

I., II. Notice that all these dates are referred to *inniu*. Drill the pupils well in the distinction between *reáchtáin* (etc.), *ó inniu* and *is lá inniu*.

III. These dates are referred to *lá inné*.

IV. These are referred *not* to *lá inné*, but to *an Máire seo cúigáinn*.

V. These are all referred to *imbáiread*.

VI. These are referred *not* to *imbáiread*, but to *an Da'raoim seo saib tóirinn*. We say *seáchtáin* (etc.) *ir lá inniu* or *ir lá inné*; but *not* *ir lá imbáiread*. On the other hand we say *reáchtáin* (etc.) *ó inniu* or *ó imbáiread*, but *not* *ó inné*.

Exercise XXVII

Translate into English:—

1°. B'í lú ní cúic 7 síle ní súillobám annro trí reáchtáine ir lá inné.

2°. Coisctóir ó imbáiread a b'eró an naoimh lá ar fíctó de'n mí seo a'gáinn, 7 trí reáchtáine ó imbáiread a b'eró an cúigead lá de'n mí seo cúigáinn a'gáinn.

3°. An b'fuil fíor a'gá an mberó Máire ar rcoil reáchtáin ó'n doime seo cúigáinn?

4°. Cad é an lá de'n mí a b'eró a'gáinn ceit're reáchtáine ó imbáiread?

5°. Sé an céad lá de'n mí seo cúigáinn a b'eró a'gáinn coisctóir ó'n nDoimhac ro cúigáinn.

Exercise XXVIII

Translate into Irish:—

1°. When shall we have the 12th of next month? Tomorrow four weeks.

2°. Last Thursday week was the 1st of this month. We

shan't have¹ the 1st of next month till² next Sunday fortnight.

3°. Yesterday fortnight was the 29th of last month, and to-morrow fortnight will be the 29th of this.

4°. I wonder will Séan O'Sullivan be at school this day week; he was there yesterday week.

5°. The day before yesterday was the 12th, and the day after to-morrow will be the 16th.

LESSON XIV

Sgeitín (*A Little Story*)

A.—DO BÍ Tomár amuig féin rpeir **indé**. BÍ Caitlín **in-donfeacht leis**. DO CUADHÓ Tomár **in-áirde** ar an gcraobh uall. DO STADHÓ pé uall 7 D'ÍHÓ pé é. Annpán do rtaic pé an dapa h-uall, 7 DO CHADHÓ pé ríor cum Caitlín é, 7 d'íHÓ ríre é. Nuair a BÍ an dá uall ran ICHÓ acu DO CHOM an garrún ar **roinnt eile díob** do STADHÓ, 7 DO CHADHÓ ríor cum Caitlín. DO BHADHÓ ríre irteac h-a h-arrún iad. **I gceionn** cúis neomataí **nó mar sin**, BÍ timceall ríre uall STADHÓ dhó Tomár, 7 BHADHÓ irteac dhó Caitlín. CHADHÓ an garrún anuair de'n éraon annpán, 7 D'IMHÓ an beirt acu a baile.

NOTES

Above story taught in connection with a picture. Prepare by question and answer. *E.g.* An garrún é rín? 'Seadh. Cao ir ainm dhó? Tomár. An garrún í rín? Ní headh; cailín í eadh í. Cao ir ainm dhí? Caitlín. Cao é an puo é rín? Ir craobh é. Cao é an puo é rín? Ir uall é. Craobh uall. Cá bhfuil Tomár? Tá pé in-áirde ar an gcraobh. The general meaning of each sentence can be taught *directly* with the assistance of gesture, etc. For safety, however, it is better to *translate* the whole story, explaining in detail such phrases as in-áirde, roinnt eile díob, i gceionn cúis neomataí. When you are certain that the whole story is clearly understood, it should be repeated until the pupils

¹ ní beir . . . ² go raí.

have it by heart. Then you may let them *read* it from the blackboard. Finally, proceed to question them as follows :—

LESSON XV

(Questions on Story)

Ceirt (f.)=a question ; ceirteanna=questions ; freagra (m.)=an answer.

Take each sentence separately, and question minutely, e g. :—

1°. *Cia n-é ríú a bí amuis pé'n rpeir?* (Explain briefly the difference between *é reo*, *é rin*, *é ríú*.) *An é Tadó a bí ann?* *An tura a bí ann?* *Cá RABÚ pé?* *An ircis ra tís a bí pé?* *Átú inóe a bí pé ann, an ead?* *An amuis pé'n rpeir atá Séamur (one of pupils) anoir?*

2°. *Cia bí in-aonfeact leir?* *An Sarrún a bí in-aonfeact leir?* *An cailín tura (girl)?* *An cailín tura (boy)?* *An raib (explain briefly, and supply negative) uime ar bit in-aonfeact le Caitlín?* *Cailín, an ead?* *Sarrún?* (*Bí Tadó i Caitlín in-aonfeact a Céile.*) *An mó uime a bí ann?* (Illustrate *ceirt* by pupils in class ; contrast *dá leabair*, *dá borca*, etc.)

3°. *Cao é an puo a Ueill Tomár?* (*Do éad . . . or dul . . .*) *Ar deaíad (explain) Caitlín in-áirde ann?* (*Níor deaíad.*) *Cao do deim rí?* (*D'fán rí tíos as bun an éadainn.*) *Ar fán Tomár tíor?* *Ar deaíad pé i n-áirde?* (*Do éad.*) *Cao é an raíar éadainn a bí ann?* *Cao a bí as fás air?* *An raib puo ar bit as fás air reácar na h-ubla?* *An raib puo ar bit as fás air reácar an Duilleabair?* *An raib Tomár as fás air?*

4°. *Cao é an céad puo a deim pé annran?* *B'rim é an céad uball?* (*B'é.*) (Explain *ba*.) *Cao a deim pé leir?* (*E'ite, or d'it pé é.*) *Cia it é?* *Ar it Caitlín é?* *Ar it Tomár é?* *Cao a d'it pé?* *Cia'cu uball?* *Ar it pé Caitlín?* *Ar it pé puo ar bit?* *Ar it Caitlín Tomár?*

5°. *Cia rtaic an dapa h-uball?* *An é a rtaic an céad éann?* *An é a d'it é?* *An é a d'it an dapa h-uball?* *Cia it é?* *An i a d'it an céad éann?* *Ar it éinne (don uime) é?* *Ar it éinne an dapa h-uball?* *Ar rtaic Caitlín don*

uðall acu? Ar iṭ rí don ḡeann acu? Cia'cu ceann? An é Tomár a rṭait an dā ḡeann. An é a d'ṭ an dā ḡeann?

6°. Ar rṭait Tomár don uðla eile, feaḡar an dā uðall úo? Caṭoin? Caṭ a ḡein ré leo? (Explain and contrast with leir.)

7°. Caṭ do ḡein rípe leo? (Do bailiḡ rí . . . or 1AṬ a bAilLiŭ . . .) Irṭeac 'nā bḡal, an eaṭ? An bfuil arriún orṭ-ra? An raiḃ arriún ar Cailṭín? Ar Ṭomár?

8°, 9°. An feaḡa a bṭ Tomár in áirṭe ar an ḡeann? (AR feAṬ cúḡ neomataí.) Caṭ a ḡein ré annṣan? Caṭoin? (1 ḡCIONN cúḡ neomataí.) An mó uðall a bṭ rṭaitṭe aḡe an uairi rin? An mó ceann a bṭ bailiḡṭe aḡ Cailṭín? An mó ceann a bṭ iṭṭe aḡ Tomár? aḡ Cailṭín? Cia táiniḡ anuar? Ar táiniḡ Cailṭín anuar? An raiḃ rí in-áirṭe? An raiḃ Tomár in-áirṭe? Ar fan ré in-áirṭe? (Níor fan, ac ar feaṭ cúḡ neomataí.) Ar imṭiḡ Tomár a baile? Ar imṭiḡ Cailṭín? Ar imṭiḡ an beirṭ acu?

Exercise XXIX

Answer the above questions on paper.

LESSON XVI

(Same Story—in Future Tense.—Imbáireac)

B.—beIṬ Tomár amuiḡ fé'n rṑéir **imbáireac**. beIṬ Cailṭín in-donfeacṭ leir. RAḡAÍṬ Tomár in-áirṭe ar an cṑann uðall. STAÍṬFIṬ ré uðall, ḡ ÍOṢFAÍṬ ré é. Ann-ran rṭaitṑrṑ ré an dapa h-uðall, ḡ CAÍṬFIṬ ré ríor cum Cailṭín é, ḡ íorṑarṑ rípe é. Nuair a beṭ an dā uðall ran iṭṭe acu, CROMFAÍṬ an ḡarriún ar ioinnt eile díob do STAṬAṬ ḡ do CAÍṬEAM ríor cum Cailṭín. bAILEOḂAÍṬ rípe irṭeac n-a h-arriún 1AṬ. Iḡcionn cúḡ neomataí nó map rin, beṭ timḡeall fíde uðall rṭaitṭe aḡ Tomár ḡ bailiḡṭe aḡ Cailṭín. TIOḂFAÍṬ an ḡarriún anuar de'n cṑann annṣan, ḡ IMṬEOḂAÍṬ an beirṭ acu a baile.

Sean-focal—"An té nā beIṬ ciall aḡe beIṬ cuimne aḡe."

LESSON XVII

Ceirteanna

1°. Cía hé riú a bheo amuig fé'n rpeir imbáireac? An é Seán a bheo ann? An mipe a bheo ann? Cá mbeo pé? An ipciḡ ra ciḡ a bheo pé? Umanoipcear a bheo pé ann, an ead?

2°. Cía bheo in-donfeact leir? Cía'cu cailín nó ḡarrún a bheo in-donfeact leir. An mó cailín a bheo ann? An mó ḡarrún? An mó duine?

3°. Cao é an puo a bheanfaró Tomár? An maḡaró Caitlín in-áirde ann? Cao a bheanfaró pí? An bpanfaró Tomár éioḡ? An maḡaró pé in-áirde?

4°. Cao é an céad puo eile a bheanfaró pé? An n-iopparó pé é? (iopparó—without pé.) Cía iopparó é? Cía'cu uball a bheo iopparó pé?

5°. Cía ptaicpó an dapa h-uball? An é a bheo iopparó é? An ptaicpó Caitlín don uball acu? An n-iopparó pí don uball acu? Cía'cu ceann?

6°. Cía ptaicpó an éioḡ eile acu? Cao a bheanfaró pé leo? Cao a bheanfaró Caitlín?

7°. An pado ppanfaró Tomár in-áirde ar an ḡerann? Catom a éioḡaró pé anuap? Cao a bheanfaró pé anuap? An maḡaró Caitlín in-donfeact leir? Cá maḡaró an beipc acu?

Exercise XXX

Answer above questions on paper.

LESSON XVIII

(The Same Story—in the Habitual Present Tense)

C.—bionn Tomár amuig fé'n rpeir ḡac lá sa tseact-máin. bionn Caitlín in-donfeact leir. téiḡeall Tomár in-áirde ar an ḡerann uball. staitceall pé uball ḡ iteall

ré é. Annpán ptaiteann ré an dapa h-uball, 7 caiteann ré píos éum Caitlín é, 7 iteann pise é. Nuair a bíonn an dá uball san itte acu, CROMAIII an garrún ar pointe eile díob do ptaíad 7 do caiteam píos éum Caitlín. Bailiúeann pise iptead n-a h-aprúin iad. Iscionn cúis neomataí nó map rin, bíonn tímeall fíde uball ptaíte ag Tomár 7 bailiúte iptead ag Caitlín. TADSAIII an garrún anuair de'n épann annpán, 7 mtiúeann an beirt acu a baile.

Sean-focail—" ní bíonn an pat ac mar a mbíonn an rmaet."

"pilleann an feall ar an bfeallaire "

LESSON XIX

Ceisteanna

1°. Cá raib Tomár iné? An raib ré ann atriú iné? An mberé ré ann imbáiread? Umanoirtear? An mbíonn ré ann sad lá ra tpeactmáin?

2°. An mbíonn duine ar bit i n-donfeact leir? An mbíonn lú in-donfeact leir?

3°. Cad é an céad iud a dmeann ré? Ar deagairé ré in-áirde iné? An raigairé imbáiread?

4°. Cad é an dapa iud a dmeann ré? Ar ptaít ré ceann iné? An n-iorparé ré ceann imbáiread? An n-iteann ré a bkeicpeasta sad lá ra tpeactmáin?

5°. Cad a dmeann ré leir an dapa h-uball? Ar éat ré don uball píos iné? Cad a déanparé ré imbáiread?

6°. An n-iteann Tomár an cúir eile acu? An n-iteann Caitlín iad? Cad a dmeann pí?

7°. An parda fanann Tomár in-áirde? Cad a dmeann ré annpán? Cia térdmeann in-donfeact leir? Cá tórdmeann an beirt?

PROVERB—TÉIÚEANN an méanfad ó duine go duine.

Mar TÉIÚEANN an t-éan ó bile go bile.

Exercise XXXI

Answer the above questions on paper.

LESSON XX

- I. bliathain (year); bliathain, dá bliathain, trí bliathna, ceithre bliathna . . . reacht (8, 9, 10) mbliathna.
Míopa na bliathna—Eanáir, Feabhra, Márta; Aibreán, Bealtaine, Meitheamh; Iúil, Lúghnasa, Meathon Fómhair; Deire Fómhair, Mí na Samna, Mí na Noíolas.
- II. Cao ir ainm do'n mhí reo? Iúil.
Cao ir ainm do'n mhí reo cúgáinn? Lúghnasa.
Cao ir ainm do'n mhí reo saib toirinn? Meitheamh.
- III. An mó lá i mí an Iúil? Don lá déag ar fíor.
Is mar sin do sna míosaib seo—Eanáir, Márta, Bealtaine, Iúil, Lúghnasa, Deire Fómhair, Mí na Noíolas.
Ní bíonn ac **deic lá ar fíor** in na míosaib reo—Meathon Fómhair, Aibreán, Meitheamh, Mí na Samna.
- IV. I mí na Feabhra ní bíonn ac **ocht lá ar fíor**; ac aithin sae don ceathrathad bliathain, nuair a bíonn naoi lá ar fíor innti. **Bliathain bisi** an bliathain rin.
- V. An mó lá ra bliathain? Cúis lá ir trí fíor 7 trí céad lá. **mbliathain bisi** bíonn ré lá ir trí fíor agus trí céad lá.
An mó lá i mí? Bíonn **breis** i gcuid acu reachar a céite. (Illustrate with objects in class.)
An mó séasúr ra bliathain? Ceithre réarúir—An t-earrac, an samra, an fómhar, an geimhread.
- Ceirt—Cia'cu mí de'n bliathain ir **lúgá** n-a mbíonn **cainnic** ag **mnáib**? Mí na Feabhra—mar ir i ir lúgá laeteannna
Imbliathna; Anuirt; an bliathain reo cúgáinn.
Bliathain an taca ro (past); bliathain ó'n taca ro (future).
- VI. An reachtad lá déag de mhárta—rin é lá 'le pártais An céad lá de mí na Feabhra—lá 'le Driúne

Domnác Cársa—An lá n-ar éirigh fóra Críort ó mharbáib.

Céadaoin an ūraic—Spy Wednesday.

Céadaoin an luaitic—Ash Wednesday.

Daardaoin Deařđábála—An lá n-ar deařđar fóra Críort ruar ar neamh.

Domnác Cingcice—An lá n-ar cuirtear an Spioraid Naomh ar na Ařrtail.

Lá Noctas—An lá n-ar ruđar fóra Críort—an cúigear lá ar ficeo de mhi na Noctas.

An cúigear lá deas de lúđnara—Lá 'le Muire ra ūřóđmar.

An cúigear lá ar ficeo de mharra—Lá 'le Muire 'ran Earraic. An Carřar—an dađar lá **roimh** Domnác na Cársa.

An t-ođmár lá de mhi na Noctas—Féile na Seineamna Naomha řan Smál (Feast of the Immaculate Conception).

Exercise XXXII

řaoluinn (řaerũis)=Irish ; řeannmóin=a sermon ; řeannmóin řaoluinne=an Irish sermon ; řeipéal=chapel, church ; ar řuro=throughout (of space), with genitive ; ar řuro na cařrac=throughout the city ; Aifřeann=Mass , řo ōtĩ an t-Aifřeann=to Mass.

Translate into Irish :—

1°. Yesterday was St. Patrick's Day—the 17th of March. We had an Irish sermon in every church throughout the city.

2°. To-morrow week will be the 25th of March. I wonder shall we have an Irish sermon on¹ that day.

3°. On what day did Christ rise from the dead ? Easter Sunday.

4°. On what day was He born ? On Christmas Day.

5°. Do you know if² Tadhg Ó'Shea was in the church last Sunday ? He was.

6°. He goes to Mass every Sunday in the year. That is well.

¹ Simply an lá řan (without ar).

² Interrog. particle an.

LESSON XXI

Sgéilín (*See Lesson XV*)

(Tomár tells the Story to Kathleen)

D.—DO BÍOS amuis fé'n rppéir inoé, a Caitlín DO BÍIS-SE in-donpheadt liom. DO CUIADÚAS in-áirde ar an gcraobh uall. DO STAIŢEAS uall 7 D'ITHEAS é. Annpán do rtaitear an dárta h-uall, 7 DO CAIŢEAS ríor **CÚŢAT-SA** é, 7 D'ITIS é. Nuair a bí an dárta uall ran itte **AŢAINN**, DO CROMAS ar moinnt eile díob do rtaicé 7 do caitear ríor **CÚŢAT**. DO BAIŢIS-SE irteac do' arphún iad. Iscraon cúis neomataí nó mar rin do bí timcheall fíce uall rtaicte **AŢAM-SA** 7 bailigte **AŢAT-SA**. CŢAINAS anuar do'n cpaon annpán 7 d'iméig an beirt **AŢAINN** a baile.

LESSON XXII

(Caitlín questions Tomár.—*Suppose Teacher is Caitlín and one of the Pupils, Tomár*)

1°. Cá maóair inoé, a Tomár? An irteig ra rcoil a bír? An maóair amuis fé'n rppéir inoú?

2°. An maib dume ar bit in-donpheadt leat? Sarpún, an ead? Ciarb' i péin? Mipe, an ead? An mó dume bí ann? An mó sarpún? An mó cailín?

3°. Cao é an céad puo a d'einir, a Tomár? Ar d'eigear-ra ann? **Cad eile, cad a d'eineas?** Ar rtaicir don uall? Cao a d'einir leir? An mipe a d'it é? Ar itear don ceann? Cia rtaic dom é? Arb é rin an céad uall a rtaicir? Cia cait **AINNAS** cúgam é? Ar caitear-ra don uall **SUAS** cúſat-ra?

4°. Ar rtaicir don uall rcaicar an dárta uall ran? An mó ceann? Cao a d'einir leo?

5°. Cao a d'einear-ra leo? **AN AINLAID** a d'itear iad? (Ní h-ainlaíó.)

6°. Ar fanair in-áirde ar an gcraobh? An d'ánaí **AINNAS**

annran? An tcanáig-*ra*? Cad na t-aoib? Ar fanaigh-*re* ag bun an éirínn annran? Ar iméigear-*ra* a baile i n-don-*fead* leat?

Exercise XXXIII

Answer above questions on paper.

LESSON XXIII

(Tomár questions Caitlín)

1°. Cá fad ar m'ó, a Caitlín? An i'rtig *ra* réiréal a bíor? An fadaigh-*re* i'rtig *ra* réiréal?

2°. Cá fadaigh, M^áS EAD? An fadaigh in-áirde ar an gcraon uall? An fadair-*ra*?

3°. Cad é an céad mu a d'eimear? Cia it an t-uall ran? Ar itir-*re* don ceann? Cia'cu ceann? An tu a d'it an céad ceann? Ar it doinne é? Ar it doinne an dara h-uall? An nipe a d'it é? An mé a rtaic é? Cia it an tríú h-uall? An amla a caitear ríor cúig-*ra* é? Cad a d'eimeir leir? Ar caitear ahlíos tar n-air cúig-*ra* é? An mó uall ar fad a rtaicear? An mó ceann a d'itear? An mó ceann a d'itir-*re*? An mó ceann a d'it an beirt agann? Ar fadar in-áirde ar an gcraon? Cad a d'eimear annran?

Exercise XXXIV

Answer above questions on paper.

LESSON XXIV

(Caitlín tells the Story to Tomár)

E.—Do bis amuis fé'n rpeir m'ó, a Tomár. Do bíor-*ra* i n-donfead leat. Do éadais i n-áirde ar an gcraon uall. Do stais uall 7 d'itis é. Annran do stais an dara ceann 7 do caicis anuar cúig-*ra* é, 7 d'iteas é. Nuair a bi an dá uall ran ite agann, do éromais ar poimnt eile díob do rtaic 7 do caiteam anuar cúig-*ra*. Do bailigeads-*ra* itead am' arpin iad. Iscraon cúig neomataí nó mar rin do

bí timéall ríce uball rtaíte aḡat-ra ḡ bailiḡte aḡamra.
ČÁNAÍS anuap de'n épann annpan, ḡ o'imčig an beipt aḡamh a baile.

LESSON XXV

(Do bí=past tense of tá; do bíod=past tense of bíonn)

(What happened every Day in the Week LAST YEAR)

F.—DO BÍOD Tomár amuig fé'n rpeir ḡac lá ra tpeačt-mam anuiprō. DO BÍOD Caitlín in-aonḡeačt leir. DO ČÉIÓEADÓ SÉ i n-áipre ap an ḡepann uball. DO STADITEADÓ SÉ uball ḡ O'ITEADÓ SÉ é. Annpan DO STADITEADÓ SÉ an oapra ceann ḡ DO ČADITEADÓ SÉ ríor cum Caitlín é, ḡ O'ITEADÓ SISE é Nuair a bíod an oá uball ran ite acu, DO ČROMADÓ an ḡaprpún ap poinnt eile oíod do rtačad ḡ do čaiteam ríor cum Caitlín. DO BAILIḡEADÓ ríre ipčeač n-a h-aprpún iad. Iḡcionn cúig neomataí nó map rin do bíod timéall ríce uball rtaíte aḡ Tomár ḡ bailiḡte aḡ Caitlín. DO ČAḡADÓ Tomár anuap de'n épann annpan, ḡ O'imčigEADÓ an beipt acu a baile.

LESSON XXVI

Ceipteanna

1°, 2°. Čá mbíod Tomár anuiprō? An mbíod pé amuig Oia Ooirnais? An mbíod pé in' donap? Čia bíod in-aonḡeačt leir? ('na čEANNŲA?) An i Máire a bíod 'na čeannŲa? An mbíod Caitlín 'na h-aonap?

3°. Čad a oeinead Tomár? An očíreod Caitlín i n-áipre? Čad eile? An opanad pí ipčig ra čig?

4°. Čad a oeinead Tomár leir an ḡčeač uball? An n-itead pé Caitlín? An n-itead Caitlín é? An n itead pí don nít? Čia'cu uball? An mó ceann ap pač a rtaitead Tomár? An mó ceann a rtaitead Caitlín? An mó ceann a o'itead Tomár? Caitlín? Čad é an čaid aimsire a o'panad pé i n-áipre? Čad a oeinead pé annpan? Čad a oeinead Caitlín?

Exercise XXXV

Answer above questions on paper.

LESSON XXVII

(Tomár tells the Story (Lesson XXV) to Caitlín)

DO BÍNN amuig fé'n rpreir gac lá
 anuipró, a Caitlín. DO BÍTEÁ-SA am'
 teannta.
 DO TÉIÓINN i n-áirde ar an gcumann
 uall.
 DO STAIĆINN uall agus O'icinn é
 annan
 DO STAIĆINN an dara ceann, 7
 DO CAIĆINN ríor cúgac-ra é, 7 O'icteá é.
 Nuair a bíod an dá
 uall ran icte againn,
 DO CROMAINN ar joimnt eile díob do
 rtaicé 7 do caiteam
 ríor cúgac. DO BAILIGTEÁ-SA
 icteá do' arpún iad.
 Iscinn cúig neoma-
 táí nó mar rin do
 bíod timceall ríce
 uall rtaicte agam-ra
 7 bailigte agac-ra.
 DO TÁGAINN anuair de'n cunn annan, agus
 O'imicinn a baile do' teannta.

LESSON XXVIII

(Caitlín questions Tomár on above)

Cá mbíteá na laeteannta úo, anuipró, a Tomár? An
 mbíteá ac' donar? An mó duine a bíod do' teannta? An
 oteróteá i n-áirde ar an gcumann? CAD CUIGE? An
 oteróinn-re i n-áirde i n-aoifeacé leat? An mbíod doine

am' teannta tÍOS? An mbíod doimne do' teannta i a tÍUAS? An n-íttéá don uóall acu? An tu a d'íttéá an d'á ceann? Cía íttéá an d'á ceann? Cía rtaíttéá dom é? An gcaíttéá doimne anuas cúgam é? An gcaíttinn-re ruar cúgat-ra tar n-áir é? An rtaíttéá joinnt eile díob? An n-íttéá iad? An n-íttinn-re iad? Cao eile, cao a d'einninn leo? An mó ceann ar fáil a rtaíttéá? An d'eíttéá a baile annan? An n-íttínn-re i n-áon uóall? Canao?

Exercise XXXVI

Answer above questions on paper.

LESSON XXIX

(Tomás questions Caitlín)

Cá mbínn na laetteannta úr, a Caitlín? An mbínn am' donar? An mó duine díob am' teannta? An d'eíttinn i n-áirde ar an gcraob? An d'eíttéá-ra? An n-íttinn-re don ceann de rna h-uóall? An n-íttéá-ra? Cía rtaíttéá duit é? Cao a d'einninn? Cía d'áíttéá ríor cúgat é? Cao a d'einninn? Cía bailíttéá na h-uóall? Cao a d'eíttéá? Caoim a d'íttínn a baile? An n-íttíttéá-ra i n-áon uóall? Am teannta-ra an ead?

Exercise XXXVII

Answer above questions on paper.

LESSON XXX

(Caitlín tells the Story (Lesson XXV) to Tomás)

DO bíteá amuis rén rpeir, a Tomás. DO bínn-se do' teannta.

DO t'eíttéá i n-áirde ar an gcraob.

DO STAIÍTTÉÁ uóall, agus

D'íttéá é. Annan

DO STAIÍTTÉÁ an d'á ceann, agus

DO ÉAIŢŢEÁ anuas cúgam-ra é, agus D'íttinn é.

nuair a bíod an dá

uall ran itte agaim,

DO CROMŢÁ ar pointe eile díob do

rtatad 7 do éaitéam

anuas cúgam.

DO BAILIŢINN-SE r-

tead am' arriun iad.

Igcionn cúis neomataí nó mar rin,

DO TAGŢÁ anuas de'n éran, agus

D'imtiŢŢEÁ a baile am' teannta.

LESSON XXXI

(Genitive Singular of Nouns—1st Declension)

1°. Cora **AN BÚIRD**; dá tadb **AN BÓŢAIR**; ar furo **AN BAILL**.

2°. Ceann **AN ÉPAILL**;

"Duiréann an túbŢar tré fúilib **AN ÉAIR**."

3°. 'Sé "dúnad **AN DORAIS** tréir na foŢla" agat é.

4°. Torad **AN FOŢMAIR**; hata **AN FİR** rin; briŢ **AN FOŢAIL** rin.

5°. Cairin **AN ŢARSÚIN**; uirŢe **AN ŢUIRŢ**.

"UirŢe **ŢUIRŢ** Ţan Ţalann Ţan Ţáile."

6°. Rot **AN MUILINN**; Cairleán **AN MUILINN**; Spáio **AN MUILINN**.

7°. Tóin **AN PUILL**; tá ré ag líonad **AN PİNN** de dub; do bíor-ra ag léigead **AN PÁIPÉIR** inŢé.

8°. Carós **AN ŢSAŢAIRŢ**; Ţile an **ŢSOLAIS**; blar **AN ŢSALAİNN**.

9°. UirŢe **AN TOBAIR**; tuilleadur **AN TUIR** rin.

10°. Clúrad **AN LEADAIR**; bárr **AN LEŢANAIŢ**.

11°. Fear **AN ROŢAIR**.

12°. Tá ré ag ite **AN ARÁIN**; lár **AN ÉARRAIŢ**.

"Ní díriŢe an (nám i ndrom na laŢan

ná Ţurbé lá 'le páŢŢais lár **AN ÉARRAIŢ**."

NOTES ON METHOD AND GRAMMAR

The aspirable consonants are b, c, d, f, g, m, p, r, t. The first nine sets of phrases contain examples with these initial consonants. It will be noticed that d, t are not aspirated after the article. The meaning of proverbs can be taught briefly in English, and then they can be committed to memory,

and USED as occasion offers. *Pictures* and *maps* can be employed, where necessary, to teach such phrases as ceann an capall, Spáir an mhúilinn. Observe that *there must be no article before the first noun* when the genitive is *definite* (unless the first noun is accompanied by a demonstrative).

Exercise XXXVIII

Translate into Irish :—

1°. Is there any Irish around these parts? (Ar fuir an bail leo).

2°. This cat's eyes are grey.

3°. He was closing the door when I came in (ircead).

4°. I like (ir maic uim) the beginning of Autumn, because it is neither too hot (nó-bhoctallad) nor too cold (nó-fuar).

5°. The water of this field is not as cold as (cóm fuar le) the water of the well.

6°. I was in Castlewella last year, and I shall be in Mill-street next year.

7°. Is there anything at (i) the bottom of the hole? No, but there's a shilling down in the bottom of the well.

8°. The foliage of this bush is very green in the Summer-time.

9°. What is that word at the top of page ninety-three?

10°. St. Patrick's Day is the middle of Spring-time.

LESSON XXXII

(Dative Singular—1st Declension)

1°. Bíonn dá taobh **AR AN mbótar.**

2°. "Spaear na h-ainneire **AR capall** na tubairte."

3°. Tá glar **AR AN ndoras**, 7 tá an eodair i fuil an glair.
"Ir léir do'n bail a beal."

4°. Cuir béarla **AR AN bfoal san**—"capall"

5°. Sé "fál **AR AN ngorr** tréir na fogla" agat é.

6°. "Tá an rgeat ag **dul sa muileann** oim."

7°. Níl son dub **SA péann** ro.

8°. Nuair a bíonn tu bheoite, cuir fíor **AR AN sazar.**

9°. "Ni féidir éan a cur amach **AS AN dcor** ná fuil ré ann."

10°. Cá bfuil an rguilins úo; tá ré **AR AN úrlár.**

NOTES ON METHOD AND GRAMMAR

Once again, Proverbs can be explained briefly in English. Most prepositions with the article eclipse the initial consonant of the noun (in Munster). 'Do'n and 'oe'n usually aspirate. 'Sa' sometimes aspirates, and sometimes eclipses. Of the simple prepositions, used immediately (without article) before a noun, *san*, *as*, *ar*, *le* and *so* leave the initial consonant unaffected. *in* causes eclipsis; *cum* governs the genitive, and does not affect initial consonant.

It should be noticed that, apart from aspiration and eclipsis, there are only *two forms* of the noun in the singular of the 1st Declension, viz. the nom. form (which is also dat. and acc.) and the gen. form (which is also voc.). Thus:—

D.A.N. *leabair*; *feair*; *capall*; *toiriar*; *muileann*; *poll*.

V.G. *leabair*; *feir*; *capall*; *toiriar*; *muilinn*; *puill*.

LESSON XXXIII

(*Genitive Singular—2nd Declension*)

1°. *Ní taitneann déanam na bróige* reo leat; *dat na billeoige*.

2°. *Cnairpe na casóige*; *dat na cailce*; *bárr na cluaise* rin. “*Is dóic le fear na buile suib é féin fear na céille*.”

3°. “*Is maire a báirtéar i n-am an anaité, 'S go taitneann an shian inoiat na fearcáinne*.”

4°. *Solar na zréine*; *rolar na zealaige*; *po gluim na zaeóilge (zholuinne)*.

5°. “*Is uirgte ruineat i n-aice na mine*.” “*Ar muin na muice*.”

6°. *Tá uirge ar mēt tré láir na páirce*.

7°. *Abair reat lá na seactháine*.

8°. *Tá ainm na zíre* reo i n-áirde ar fuir an tomain.

9°. *Bárr na h-óróige*; *briš na h-oibre*.

10°. *O'imtiš pé i leit na láime* veire.

Sean-focal—“*Ní hé lá na zaoite lá na rsoib*.”

Exercise XXXIX

Translate into Irish (ḡaeḡuḡ ḡo cḡuḡ aḡ aḡ m'ḡeapḡa ḡo) :—

- 1°. I like the make of this shoe—do you?
- 2°. One of the buttons of this coat (ceann ḡe cḡaḡpḡ na cḡapḡḡe ḡeo) is loose (aḡ ḡḡḡaḡḡ). What a pity!
- 3°. I like the sunshine after the rain.
- 4°. We have sunshine by day (ḡe ḡḡ) and moonlight by night (ḡḡ' oḡḡe).
- 5°. I had rather (ḡ' ḡeapḡ ḡom) have the meal-bag than the money bag.
- 6°. I was out in the middle of that field yesterday when you came home from school.
- 7°. I don't like going (ḡeḡ aḡ ḡut) to school in the middle of the week.
- 8°. When you come to the college, turn (ḡompḡḡ) to the right.
- 9°. The fame of this country has gone abroad throughout the world.
- 10°. I hurt (ḡo ḡḡḡḡḡeap) the top of the thumb of this hand yesterday.

LESSON XXXIV

(Dative Singular—2nd Declension)

- 1°. “ḡionn ḡá ḡaḡḡ **AR AN mbilleḡḡ.**”
- 2°. Nā cḡaḡḡ **AR AN ḡcluaḡ ḡin.**”
- 3°. Nḡl aḡn ḡḡḡ aḡam **AR AN nḡáirc.**
- 4°. “Mā ḡá ḡeap **SA nḡréin** ḡḡ ḡeap ḡ ḡcém é.” ḡá ana-
mḡeap aḡam **AR AN nḡaoluinn.**
- 5°. “ḡá ḡé **AR muin** na muice” aḡḡḡ
- 6°. ḡá ḡeap aḡ ḡáḡ **SA ḡáirc** ḡin amuḡḡ.
- 7°. ḡionn ḡomáḡ amuḡḡ ḡé'n ḡḡéḡ ḡá ḡá **SA ḡseacḡmáin.**
- 8°. “Ceacḡḡḡ ḡaḡḡḡ ḡan ḡeḡ ḡannḡaḡ,
Ceacḡḡḡ ḡḡanncaḡ ḡan ḡeḡ ḡunḡe,
Ceacḡḡḡ caḡlleaḡ ḡan ḡeḡ manḡḡaḡ
Sin ḡáḡéaḡ-nā ḡuḡ **SA ḡír.**”
- 9°. “**As AN obair** a ḡacḡḡḡ aḡ ḡḡḡḡḡ.”
- 10°. “ḡḡ ḡeapḡ éan **AR láim** ná ḡá éan **AR AN ḡcraḡḡ.**”

NOTES

All nouns in this declension are feminine, and all (nom. sing.) end in consonants, but these consonants may be broad or slender. Hence the declension takes two shapes:—

1°. When nom. sing. has *broad* final consonant there will be three forms in the sing.:—

V.A.N. *Ḃróḡ*; *cluar*; *ḡrian*; *lám*.

G. *Ḃróḡe*; *cluarḡe*; *ḡréim*; *lámḡe*.

D. *Ḃróḡ*; *cluar*; *ḡréim*; *lám*.

2°. When nom. sing. has *slender* final consonant there will only be two forms:—

V.A.N.D. *muin*; *páirc*; *reacḡmáin*; *tír*; *obair*.

G. *muine*; *páircḡe*; *reacḡmáine*; *tíre*; *oibre*.

Note the gen. sing. *fem.* of article—*na*. It does not affect a consonant, but prefixes *n-* to vowel—*muin na muice*; *báir na h-óróḡe*.

LESSON XXXV

(Genitive Singular—3rd Declension)

1°. *ḡiora na bliḡna*; *ainm an ḡuaḡalla ḡan*.

2°. *ḡair an cnámá ḡan*;

3°. *Cóirḡe an ḡoḡtúra*; *ḡḡeálḡa ḡiarmuḡa*.

4°. *ḡiar na ḡeola*; *ḡaḡ na ḡola*.

5°. *ḡéim an ḡuḡa*; *tá ḡéim an ḡuḡa ar an ḡiolla ḡoraiḡ*.

6°. *ḡaluirḡe na móna*; *ḡiar na meála*.

7°. *ḡliaḡam an tseaca móir*; “*Oróḡe šeaca ir peacaḡ beir irḡiḡ*.”

8°. *Céirḡ an táliliúra*.

9°. *ḡruaḡ na hḡna*:

“*Éirḡ le ḡuam na h-ḡna ḡ ḡeobaḡ tu bḡeac*”

Proverbs (Sean ḡocal)—“*Comniḡ an cnám (Accus.) ḡ leaḡarḡ an maḡa tu*.”

“*ḡior ḡuir ḡocal maḡ ḡiacaḡ (Acc.) ḡiam*.”

“*ḡa leaḡra mḡé a ḡeol (N.) ir a ḡuil (N.)*.

“*S ir liomḡa mḡiu a cnám (N.) ir a ḡmior (N.)*.”

Exercise XL

ḡaeḡilḡ ḡo ḡur ar an mḡearla ro :—

- 1°. Some months of the year have more days than others.
- 2°. The Doctor's carriage is at the door.
- 3°. I don't like the taste of this meat.
- 4°. Her cheek (a leada) is as red as (ḡóm ḡearḡ le) the colour of blood
- 5°. In this word—capall—the stress of the voice is on the first syllable.
- 6°. I prefer (ir fearr uom . . . ná) the smell of the turf to the taste of honey.
- 7°. I prefer a frosty night to a sunny day (lá ḡréine).
- 8°. The tailor's trade pleases (taiteann . . . le) no one but himself.
- 9°. I like to be out on the river-bank *on a fine sunny day* (lá breas ḡréine).
- 10°. Stick to (coinníḡ) the bone and the dog will follow you.

NOTES

In the 3rd Declension we have both masc. and fem. nouns, the former in the Nom. sing. usually ending in *broad*, the latter in *slender* consonants. But names of *males* are masc. e.g. táilleúr, ḡoḡtúr, buadaill. The only inflection is in the Gen. sing. Thus :—

V.A.N D. 1°. cnám ; 2°. ḡoḡtúr.

G. Cnáma ; ḡoḡtúra.

LESSON XXXVI

(Dative Singular—3rd Declension)

1°. Tá ḡó mí ḡéas i mbliadain.

2°. Níl don ḡúil asam sa ḡnam ro.

3°. "A fuil a ḡasann fuil."

4°. "Buadann an blaḡar ar an mil."

5°. Níl don beann aise rin ar síoc ná ar íneadta.

6°. "Níl don meap ar an ḡtinnḡéir ac aḡ tinnḡéir eile."

- 7°. *Ḑ'aitnigeap ar a žut é.*
 8°. *Nil don blap ar an bfeoil reo.*
 9°. *Cao é an aimm atá ar an abhainn rin?*

LESSON XXXVII

(*Genitive Singular—4th Declension*)

- 1°. *Lán an boscá.*
 2°. *Feap an chóisde; dat an cárta ran; aimm an cáilín reo.*
 3°. *Nata an duine uasail rin.*
 4°. *Leitead an fáila; ran an fáila.*
 5°. *Dat an žúna ran; feap an žunna.*
 6°. *Lán an mála.*
 7°. *Berólin an píobaire; poll an búca; lán an póca.*
 8°. *“So mall mí-tapaid ar nór na seiléide; lán an tseomra.”*
 9°. *Togá na h-aithe; lár na h-oide; molaó na hóige;*
“Mol an oige 7 tiocfaid rí.”

NOTES

Masc. and fem. nouns in this declension, some ending in vowels, some in consonants. There is no inflection in the singular. Nouns in *in* are masculine.

Exercise XLI

Žaeróis do cup ar an mBéarla ro:—

1°. I have the full of this box of money now, but there was nothing in it yesterday.

2°. The coachman dismounted (*táinig . . . anuas*) and went into the house when he was here last Sunday.

3°. I wonder is this that gentleman's hat; it was here on the table when I came in a while ago (*ó éianaid*).

4°. There's a split (*rgoit*) here along the wall from one end of the room to the other (*ó ceann ceann an treomra*).

5°. The owner of this gun was here the day before yesterday, but he went away to-day.

6°. I should prefer the full of this bag of meal to the full of that purse of money.

7°. I was in Poulaphooka last year. Were you ever (muin) there? It is a very pretty spot (áit ana-óear ip ead é).

8°. There was the full of the room of them there.

9°. This is the man who arrived in the middle of the night. I know him extremely well.

10°. There is quite a difference between (say—ní maí a séite i n-aon cor) the colour of this card and the colour of that one.

LESSON XXXVIII

(Genitive Singular—5th Declension)

1°. Leabair **AN ÚREITEAMHAN.**

2°. Órom **NA CAÉAOIREAC;** doíar **NA CEARDCHAN;** doíar **NA CISTINEAC;** cora **NA CON:—**

“**ISCORAIB NA CON** a bíonn a curó.”

3°. Bí an t-airgead annan ar éiríde **NA DEARNAN** aici.

4°. Trí **PIÉAD.**

5°. “Ní díre an cnám i ndrom **NA IACAN.**

Ná sup é lá 'le páorais láir an Earraig.”

6°. ‘Sí an Šaoluinn teanga **NA h-ÉIREANN.**

7°. I láir **NA IASRAÉ** fan.

8°. “Cnád **CARAD** caoi **NAÍAD.**”

9°. “Éirí le fuaim **NA h-ÁBANN** 7 Šeobair tu breac.”

10. ‘Do bíod ré annan coir **NA ZEINEAD** de ló 7 ó’oróce fan an Šeimrú.

Exercise XLII

1°. Don’t you believe (ná creir-re) whatever is not in the judge’s book.

2°. Place (buaí) your hand on the back of the chair, and move it (airtúš í).

3°. It’s in the centre of her (the) palm she has the money.

4°. There were 29 horses (use gen. of píce) at the fair yesterday.

5°. The language of Ireland is a beautiful language (teanga breas áluinn).

6°. I shouldn't like to put my hand (mo lám a cup) into the midst of that flame.

7°. It's a fine thing (ir breag an fuo . . .) to be in at the fire on a cold winter day (lá fuar geimhíre).

NOTES

In the 5th Declension we have both masc. and fem. nouns, some with vocalic, some with consonantal ending, in the Nom. sing. The Gen. sing. always ends in a broad consonant—the ending being either :—

1°. -an (or -n)—teang^a, teang^an ; lach^a, lach^an ; cú, con.

2°. -ann—Éire, Éireann ; ab^a, ab^aann.

3°. -ao—cara, cara^o ; nam^a, nam^aao.

4°. -ao—teine, teine^o. (Also 4th Decl.—gen. teine)

5°. -ac—cathair, cathair^{ac} ; cathair, cathair^{ac}.

The Dat. sing. is formed by attenuating Gen.—an becomes cin ; ann > ainⁿ or inn ; ao > aio ; ao > aio, or ió (beath^o, tein^o) ; ac > aig, i^g (but more usually the Nom. form is used : cathair, cathair, lairair, etc.).

SUMMARY

The following table will help to keep the scheme of Declensions clearly fixed in the mind :—

	1st	2nd	3rd	4th	5th
Gen. Sing.	i/	/e	/a	(o)	/broad consonant

That is—in the 1st Declension the final *broad* consonant of the Nom. becomes *slender* in the Gen. (written with an *i* before the final consonant). In the second there is a termination -e *added* ; in the 3rd a termination -a is *added* ; in the 5th a broad consonant ; while in the 4th there is *no inflection* at all [denoted by (o) above].

LESSON XXXIX

(Nominative Plural of Nouns—All Declensions)

We have already (in Lesson IX) met the Nom. plur. of nouns of the 1st, 2nd, 4th and 5th Declensions. In the 3rd Declension the Nom. pl. ordinarily ends in -a, or (in personal nouns in -oir, -oir) in -i :—

Cleap, cleapa; cainteoir, cainteoirí; doctúir, doctúirí.

Certain endings (*strong* plurals) occur sporadically through the various Declensions. These are:—

1°. -ta (ta)—rḡéaltá (1st); tánta (1st); ḡnóta (4th).

2°. -te (te)—móinte, táinte (3rd); mḡte (4th); miltē (4th); teinte (5th, 4th).

3°. -áda—leirneáda (2nd) (frequent in 5th).

4°. -anna—rḡoileanna (2nd); tadata (3rd) (frequent in 5th).

5°. -í—buadáilí (3rd), (common in 4th and in personal nouns in -óir, -úir in 3rd).

In addition we have irregularly:—

1°. -a or -e added in 1st—rḡéala, tiora, riáda, ubla; bóirre, bóirre.

2°. -e in 5th—aiḡne, ḡaiḡne, cáirre, náirre.

3°. Attenuated consonant ending in 5th (same as Dative sing.), tadam, cómuirram.

In all Declensions in Modern Irish the Accus. (sing. and pl.) is the same as the Nom. (sing. and pl.).

Exercise XLIII

1°. I have three purses here, and in each purse there are three shillings and three sixpences

2°. There are apples growing on this tree; we have 10 apple-trees altogether (ar fao).

3°. I spent seven weeks there last year, and I'll spend two months there next summer, with the help of God.

4°. Three sixpences and six threepences and two shillings—that's 5s.

5°. I have two cards on each box, three boxes on each table, and five tables altogether in the room—how many cards altogether?

6°. There are seventeen rooms in this house—a fine large house, isn't it?

7°. In each room there are two doors, with a key in each lock—thirty-four keys in all.

8°. There are a lot of schools throughout the country without any Irish in any of them.

9°. There are a great many holy wells throughout Ireland.

10°. There were 327 horses at the fair of Ballinasloe last week.

LESSON XL

(Genitive Plural—All Declensions)

In the 1st, 2nd, and 3rd Declensions the Gen. pl. is normally the same in form as the Nom. sing.—*capall* (1), *bhóys* (2), *cnám* (3). But nouns with *strong* forms in the Nom. pl. have generally the same forms in the Gen. pl. Hence—*rḡealta* (1), *rḡoileanna* (2), *ḡatanna* (3).

In the 4th Declension the Gen. pl. is normally the same as the Nom. plur. (this being a *strong* form); but occasionally the same as Nom. sing.

In the 5th Declension the Gen. pl. is generally the same as the Gen. sing., but sometimes the same as the Nom. pl.

The Gen. plur. of the article eclipses consonants, and prefixes *n-* to vowels. In the other cases of the plural *na* does not affect an initial consonant, but prefixes *n-* to a vowel.

LESSON XLI

(Dat. and Voc. Plur.—All Declensions)

When the Dat. pl. ends in *-aib* the Voc. will end in *-a*. When the Dat. pl. ends in *-ib* (or *-ib*) the Voc. pl. will be the same as the Nom. pl.

Dat. Pl.

1°. In 1st Decl.—ordinarily in *-aib*, but nouns with *-e* in Nom. pl. will have *-ib* in Dat.:—

Capalluib, *fearluib*; *ḡóirib*, *bóicrib*.

2°. In 2nd Decl. the Dat. pl. will be in *-aib* if the Nom. ends in *-a*, in *-ib* if the Nom. ends in *-e*:—

bhóysaib, *cnáicib*.

3°. In 3rd Decl. the Dat. pl. will end in *-aib* if the Nom. ends in *-a*; in *-ib* if the Nom. ends in *-e* or *i*:—

Clearluib, *táimtib*, *caimnteoirib*.

4°. As Nom. pl. ends either in -τα, τε, or ι the Dat. will be in -αιβ, ιβ, or ιβ :—

Σηότδαιβ, εμοιότδαιβ, καίλινιβ.

5° According as Nom. pl. ends in -α, -ε, or a slender consonant the Dat. pl. will be in -αιβ, ιβ, or -αιβ (*cf.* 1st Decl.) :

Κατὰσοιρεαδαιβ, δαίριτιβ, κόμυρραναιβ.

LESSON XLII

(Declension of Adjectives)

The *attributive* adjective agrees with its noun in Gender, Number and Case—but *not necessarily in Declension*. The *predicative* adj. is not inflected in Mod. Irish.

For the purpose of declension, adjectives group themselves into four classes—like μόρ (ending in *broad* consonant—1st Decl.) ; μαίτ (ending in *slender* consonant—2nd Decl.) ; -αῖματ (those ending in -αῖματ—3rd Decl.) ; ραυα (those ending in a vowel—4th Decl.). See next page.

LESSON XLIII

(Comparison of Adjectives)

1°. Sean (old)—compar. and superl. : **sine** :—

Sean-ḡear ιρ εαḡ Séamur—τὰ ρέ τῆι βλιαḡνα ḡεας ιρ τῆι ριέτḡ.

Sean-ḡear ιρ εαḡ Liam, leir—ἀέ níl ρέ ἀέ ḡeic mβλιαḡνα ιρ τῆι ριέτḡ. ιρ Sine Séamur nḗ Liam.

Cia'cu Séamur nó Liam ιρ ρine ? ιρ ρine Séamur nḗ é.

Cia'cu τυρḗ nó mḡre ιρ ρine ? Pupil—ιρ ρine τυρḗ.

2°. Óḡ (young)—comp. and superl. : **Óḡḡe** :—

Caílín Óḡ ιρ εαḡ Mḗire—τὰ ρί ρέ βλιαḡνα ḡεας ḡ'aois.

Caílín Óḡ ιρ εαḡ Líl, leir—níl ρί ἀέ ḡḗ βλιαḡaim ḡεας. ιρ Óḡḡe Líl nḗ Mḗire.

Cia'cu acu ιρ Óḡḡe ? An Óḡḡe Mḗire nḗ Líl ? An Óḡḡe mḡre nḗ τυρḗ ? Cia'cu ḡḡaimn ιρ ρine ?

3°. Láirí (strong)—comp. and superl. : **Láiríre** :—

ḡuine Láirí ιρ εαḡ mḡre, ἀέ nílím Óḡm Láiríre le Samḡon. ḡḗ Láiríre Samḡon nḗ mé.

DECLENSION OF ADJECTIVES

1st	2nd	3rd	4th
mór	mairc	peannánail	peannáil
			No inflection at all in Sing or Plural.
Sing. Masc.— D.A.N. móir V.G. móir	V.A.N.D.G. mairc	V.A.N.D. peannánail G. peannáil	Like Fuir, 3rd Decl.
Sing. Fem.— V.A.N. móir G. móir D. móir	V.A.N.D. mairc G. mairc	Same as Masc.	
Pl. M. and F.— V.A.N.D. móra G. móir (or móra)	V.A.N.D. mairc G. mairc (mairc)	V.A.N.D. peannáil G. peannánail (peannáil)	

The plural of *te* (hot)=*teo*, and of *breata* (fine)=*breata* *ta*

AC táim-re níos láithre anoir ná mar a b'ior. Ciallú
Dóinnall nó Diarmuid ir láithre ?

4°. Lás (weak)—comp. and superl. : LAISE :—

Ní maðar ró-láithir nuair a b'ior ós ; b'ior Lás go maic
an uair sin.

B'ior ní b'a LAISE go mór ná mar acáim anoir.

Táim níor láithre anoir ná mar a b'ior.

5°. Dían (strong, vigorous, hard)—comp. and superl. :
DÉINE :—

Do buail Séan an bóird go dían ; do buail Séamur
é, leir, ac níor buail ré com dían é.

(a) Do buail Séan níb'a DÉINE é ná mar do buail
Séamur é.

(b) Ir DÉINE do buail Séan é ná mar do buail
Séamur é.

NOTES

Ordinarily the compar. and superl. are the same in form as the Gen. sing. fem. of the adjective *When used with the verb "ir" no particle precedes the compar. When used with "tá" or any other verb the particle níor precedes the compar. form, or (in past or conditional) níb'a.* Some form of "ir" is always used with the superlative—the superlative phrase of English becoming a relative clause in Irish, thus : *Ir é Séamur (a) ir ríne.*

The compar. and superl. of *te*, *b'réas* are *teo*, *b'réasta* respectively. Some adjectives have irregular comparison :—

bun-éim (Positive). **Céim breise** (Comp.). **Sár-céim** (Superl.)

1°. beas (small).

lúga.

lúga.

2°. dóic (likely).

dóiciúe.

dóiciúe.

3°. áir (high).

doirde (áirde).

doirde (áirde).

4°. fada (long).

ria (fuirde).

ria (fuirde).

5°. fósar (near).

foirge.

foirge.

6°. gearr (short,
near).

siorra.

siorra.

7°. iomda (many a).

lia.

lia.

8°. luath (quick,

e y).

túirge (luaithe)

túirge (luaithe).

9°. minic (frequent,

often).

mionca (minicí).

mionca (minicí).

bun-<i>céim</i> (<i>Positive</i>).	Céim <i>breise</i> (<i>Comp.</i>).	Sár-<i>céim</i> (<i>Superl.</i>)
10°. <i>maí</i> t (good).	<i>fearr</i> .	<i>fearr</i> .
11°. <i>mó</i> r (great).	<i>mó</i> .	<i>mó</i> .
12°. <i>ionmhu</i> n (belov- ed).	<i>annra</i> (<i>ionmhuine</i>).	<i>annra</i> (<i>ionmhuine</i>).
13°. <i>olc</i> (bad).	<i>meara</i> .	<i>meara</i> .
14°. <i>te</i> (hot, warm).	<i>teo</i> .	<i>teo</i> .
15°. <i>bhréa</i> ḡ (fine).	<i>bhréa</i> ḡ <u>ta</u> .	<i>bhréa</i> ḡ <u>ta</u> .
16°. <i>tréa</i> n (strong, brave).	<i>treire</i> (<i>tréime</i>).	<i>treire</i> (<i>tréime</i>).
17°. <i>uipre</i> (easy).	<i>ura</i> .	<i>ura</i> .
18°. <i>cóir</i> (right, just).	<i>córa</i> .	<i>córa</i> .
19°. <i>deaca</i> r (dif- ficult).	<i>deaca</i> r.	<i>deaca</i> r.

Sean-*focail* (*Proverbs*)

- 1°. “ *Is beaḡ oim blátaḋ nuair a bím lán u:*.”
- 2°. “ *Ní dóiciḡe doinnir ná an bhréaḡ do meall tu.*”
- 3°. “ *Ní h-aoirḡe do cúro ná do élu.*”
- 4°. “ *Ní ria mēpḡ leat ná mar is toil le Dia.*”
- 5°. “ *Is siorna (uo) duine cabair Dé ná an doirar.*”
- 6°. “ *Ní lia ceann ná céadfarḡ.*”
- 7°. “ *Is túirḡe tíoḡaltar Dé ná an diabhal.*”
- 8°. { “ *Is fearr ciall ceannaiḡ ná an dá céill a múinteap.*”
“ *Is fearr leir riúḡ órlaḋ dá toil péin aige ná bann-
láma dá leap.*”
- 9°. “ *Ní meara Cáit ná Concubap.*”
- 10°. “ *Is treire dúḡḡar ná oileamaint.*”
- 11°. “ *Is ura uol irḡeáḋ rociḡ an Rí ná teáḋt ap.*”
- 12°. “ *Is annra coir ná cóir le duine dána.*”

Exercise XLIV

ḡaolunn do cúp ap an mBéapla ro :—

1°. When you were twenty years of age I was much younger than I am now.

2°. James is the older of the two and Seán the younger.

3°. I was strong r than you (at) that time.

4°. That is the smallest piece (*piopa*) of money you ever had.

5°. I am bad, but you are much worse.

6°. I much prefer Irish to English, don't *you*?

7°. It is easier for a camel to go through the eye of a needle than for a rich man to enter the Kingdom of Heaven.

8°. The fire is much hotter now than it was when I came in.

9°. No sooner did I go up the tree than I plucked the apple and ate it.

10°. The help of God is nearer than the door,

LESSON XLIV

(Genitive Sing. of Personal Pronouns)

1°. *mé* (Nom. Accus.); Gen. *mo* (aspirates initial of governing noun—which follows it); *miṛe* (N.A.); Gen. *mo . . . -ra* (-re):—

Miṛe Seapóir ó Nualláin; tá leabair aḡat-ra, ac ní hé mo leabair-ra é. Tá hata aḡam-ra, 7 ip é mo hata féin é.

2°. *tú* (N.A.); Gen. *do* (aspirates); *tura* (N.A.); Gen. *do . . . -ra* (-re):—

*Tá hata aḡam-ra, ac ní hé DO hata-sa é
Tá leabair aḡat-ra, 7 ip é DO leabair féin é.*

3°. *Sé, é* (N.A.); Gen. *a* (aspirates); *peiran, eiran* (N.A.); Gen. *a . . . ran* (pean, rin):—

Sin é Taḡs ó Séaḡa; tá pé aḡ an nroir, 7 tá leabair aḡe 7 ip é A leabair féin é.

Sin é Dóinnall ó Súillibáin; ní hé A leabair-saḡ atá aḡ Taḡs.

4°. *Sí, í* (N.A.); Gen. *a* (does not affect consonant, but prefixes *n-* to a vowel); *riṛe, iṛe* (N.A.); Gen. *a . . . re* (rin, ran):—

Sí í Máire ní Séaḡa; tá rí aḡ an bfuinneois, 7 tá peann (eoḡair) aici, 7 ip é A peann féin é (A h-eoḡair féin)

Sin í Lil ní Cuire; ní hé A peann saḡ atá aḡ Máire.

NOTES

Observe that the emphatic particles are not attached directly to the Gen. of the pronouns, but added *after the noun*. *mo leabhar-ra* means *my book*—not that of *some* other person; *mo leabhar féin* means *my book*—not that of *anybody* else. The Gen. of these pronouns always *precedes* the governing noun.

LESSON XLV

(*Nom. and Acc. Plural of Personal Pronouns*)

- 1°. *Míre* 7 *Ṭaóṣ*—*ir Sínne* *atá annro* *as an gclárúib*.
- 2°. *A Máire* 7 *a Lil*—*ir Sib-SE* *atá annran* *as an nDoirp*.
An pinne atá ann? *Ní Sib*.
An ríbre atá annro *as an gclárúib?* *Ní Sínne*.
An pinne atá annro a Ṭaóṣ? *Ir rinn*.
- 3°. *Dóinnall* 7 *Séamur* *ir Iad Sall* *atá ra cúinne*. *Nac Iad?* *Ir Iad*.
An Iad atá as an nDoirp, a Lil 7 a Máire? *Ní h-Iad, ac Sínne*.
An Iad atá as an gclárúib? *Ní h-Iad, ac Sib-SE*.
- 4°. So with verbs :—
 1°. *Ṭáimíó-ne*.
 2°. *Ṭá ríó-re* (*Ṭáṭaoi-re*).
 3°. *Ṭáio ríad ran*.

Exercise XLV

Ṣaolunn do cup ar an mbéarla ro :—

- 1°. Thomas and Kathleen, was (say *IS* in Irish) it you who were eating the apples yesterday? Yes.
- 2°. Where did you go when Thomas came down from the tree? Thomas went off home and I went along with him.
- 3°. Was it you and I, Tadhg, who were at the blackboard yesterday? Yes.
- 4°. Irish is your own language.
- 5°. You plucked the apples and *we* ate them.
- 6°. When *we* came down, *you* went up.

- | <i>Singular.</i> | <i>Plural.</i> |
|--|--|
| 1. Oim- <i>ra</i> . | 1. Oir _{ra} inne
(=oir _{ra} inne-ne). |
| 2. Oir _{te} - <i>ra</i> . | 2. Oir _{raib} - <i>re</i> . |
| 3. (m.) Air- <i>rean</i> (rin).
(f.) Air _{ti} - <i>re</i> (rin). | 3. (m. and f.) Oir _{ta} - <i>ran</i> . |
| 3°. Ar (a)=out of. | |
| 1. Aram- <i>ra</i> . | 1. Ar _{ainne}
(=ar _{ainne} -ne). |
| 2. Ar _{ate} - <i>ra</i> . | 2. Ar _{aib} - <i>re</i> . |
| 3. (m.) Ar <i>ran</i> .
(f.) Air _{ti} rin. | 3. (m. and f.) Ar _{ta} ran. |
| 4°. Do=to, for. | |
| 1. Dóim- <i>ra</i> . | 1. Dúinne (=dúinne-
ne). |
| 2. Duir _{te} - <i>re</i> . | 2. Daoib _{te} - <i>re</i> (uib _{te} - <i>re</i>). |
| 3. (m.) Dó <i>ran</i>
(f.) Duir _{te} . | 3. (m. and f.) Dóib rin (- <i>rean</i>). |
| 5°. De=from, off. | |
| 1. Dóim- <i>ra</i> . | 1. Dúinne-ne. |
| 2. Dóir _{te} - <i>ra</i> . | 2. Duib _{te} - <i>re</i> . |
| 3. (m.) De rin.
(f.) Duir _{te} . | 3. (m. and f.) Dóib _{te} - <i>ran</i> . |
| 6°. Cum=to, toward. | |
| 1. Cúim- <i>ra</i> . | 1. Cú _š ainne
(=cú _š ainne-ne). |
| 2. Cú _š ate- <i>ra</i> . | 2. Cú _š aib _{te} - <i>re</i> . |
| 3. (m.) Cú _š e rin.
(f.) Cú _š ib _{te} - <i>re</i> (rin). | 3. (m. and f.) Cú _š a- <i>ran</i> . |
| 7°. Ioir=between (governs Accus. in the Sing.). | |
| 1. Eair _{ra} m- <i>ra</i> . | 1. Eair _{ra} inne
(=eair _{ra} inne-ne). |
| 2. Eair _{ate} - <i>ra</i> . | 2. Eair _{raib} - <i>re</i> . |
| 3. (m.) Ioir (é).
(f.) Ioir (i). | 3. (m. and f.) Eair _{raib} - <i>ran</i> . |
| 8°. In=in (in the sense of "into" it governs Accus.). | |
| 1. Ionnam- <i>ra</i> . | 1. Ion _{ainne}
(=ion _{ainne} -ne). |
| 2. Ion _{ate} - <i>ra</i> . | 2. Ion _{aib} - <i>re</i> . |
| 3. (m.) Ann <i>ran</i> .
(f.) Ion _{ti} - <i>re</i> (rin). | 3. (m. and f.) Ion _{ta} ran. |
| 9°. Fé (fá, fó, faoi)=under. | |
| 1. Fúim- <i>ra</i> . | 1. Fúinne
(=fúinne-ne). |
| 2. Fú _{te} - <i>ra</i> . | 2. Fu _{aib} - <i>re</i> . |

Singular.

3. (m.) բն րն (բառ րն).
(f.) բնի-րե (րն).

Plural.

3. (m. and f.) բնձա րան.

10°. Ե=with.

1. Եոմ-րա.
2. Եատ-րա.
3. (m.) Եիր րն.
(f.) Եի-րե (րն).

1. Եոննե (=Եոնն-նե).
2. Եիծ-րե.
3. (m. and f.) Եո րան.

11°. Օ=from.

1. Օսմ-րե.
2. Օատ-րե.
3. (m.) Օսո րն.
(f.) Օսի-րե (րն).

1. Օսոննե (=օսոնն-նե)
2. Օսիծ-րե.
3. (m. and f.) Օսձա-րան.

12°. Րօմ (րօմիր)=before.

1. Րօմսմ-րա.
2. Րօմատ-րա.
3. (m.) Րօմե րն (րօմիր).
(f.) Րօմիր-րե (րն).

1. Րօմսոննե
(=րօմսոնն-նե).
2. Րօմսիծ-րե.
3. (m. and f.) Րօմսձա րան.

13°. Տեճ=besides.

1. Տեճսմ-րա.
2. Տեճատ-րա.
3. (m.) Տեճ (ճ).
(f.) Տեճ (ի).

1. Տեճսոննե
(=տեճսոնն-նե).
2. Տեճսիծ-րե.
3. (m. and f.) Տեճսձա րան.

14°. Ծար=beyond, past.

1. Ծարսմ-րա.
2. Ծարե-րա.
3. (m.) Ծարս րն.
(f.) Ծարիր-րե (րն).

1. Ծարսոննե
(=ծարսոնն-նե).
2. Ծարսիծ-րե.
3. (m. and f.) Ծարսձա րան.

15°. Երե=through.

1. Երսմ-րա.
2. Երստ-րա.
3. (m.) Երս րն.
(f.) Երի-րե (րն).

1. Երսոննե
(=երսոնն-նե).
2. Երիծ-րե.
3. (m. and f.) Երսձա րան.

16°. Իմ (ւմ)=around, about.

1. Իմսմ-րա.
2. Իմատ-րա.
3. (m.) Իմե րն.
(f.) Իմիր-րե (րն).

1. Իմսոննե
(=իմսոնն-նե)
2. Իմսիծ-րե.
3. (m. and f.) Իմսձա րան.

LESSON XLVIII

(Imperative Mood, and Verbal Noun (Accus. and Dat.))

A.—IMPERATIVE (2nd sing.).

- A **Tomáir.** 1. **TÉIRIŠ** in-áirde ar an gcraobh uall rian.
 2. **STAIĆ** ceann de rna h-uallai
 3. **1Ć** é.
 4. **STAIĆ** ceann eile
 5. **CAIĆ** anuas cum Caićlín é.
 6. **1Ć-pe** é, a Caićlín
 7. **STAIĆ** roinnt eile acu anois, a **Tomáir**
 8. **CAIĆ** anuas cum Caićlín iad.
 9. **BALIŠ-pe**, a Caićlín, irteac do' sprún
 iad.
 10. **TAIR** anuas de'n éraon anois, a **Tomáir**.
 11. **imĆIŠ** a baile i n-donfeac le Caićlín.
 12. **bí** annro airí imbáirteac.

B.—VERBAL NOUN.—**Caó** é ríú **aduáre**? **Duáre**

- le **Tomás.** 1a. **DUL** in-áirde ar an gcraobh uall
 2a. **CEANN DE SNA** h-uallai **ASTAĆ** do.
 3a. **É** o'ite.
 4a. **CEANN EILE DO** **ASTAĆ** do
 5a. **É (DO)** **CAIĆEAI** anuas cum Caićlín.
 le **Caićlín.** 6a. **É** o'ite.
 le **Tomás.** 7a. **ROINNT EILE ACU DO** **ASTAĆ** do
 8a. **IAĆ DO** **CAIĆEAI** anuas cum Caićlín.
 le **Caićlín.** 9a. **IAĆ DO** **BALIĆ** irteac n-a h-aprún.
 le **Tomás.** 10a. **TEACĆ** anuas de'n éraon
 11a. **imTEACĆ** a baile i n-donfeac le
 Caićlín.
 12a. **bEIĆ** annro airí imbáirteac

C.—IMPERATIVE MOOD (2nd. sing.).

- A **taoş.** 1°. **ĆIRIŠ** ió' fearaí annra.
 2°. **CIIR** do lám irteac do' póca.
 3°. **TÓŠ** amac do peann
 4°. **FAIŠ** bliúpe páirpéir

- 5°. SUITÓ ar an gcaitaoir reo as an mbóro
 6°. OSCAIL do leabhar
 7°. léiḡ an ceacht ro.
 8°. SGRÍOB é anoir.
 9°. Dúin an leabhar
 10°. beir GREIM ar do cáipín ir do mála
 11°. buail AMAĆ fé'n rpeir, 7
 12°. imtiḡ LEAT a baile.
 13°. bí annro airir imbáireac.

D.—VERBAL NOUN.—Cao é riú a oubarc leat, a tairḡs?

T.—Dubrair liom—

- 1a. éirḡe am' fearaḡ
 2a. mo lāma CUR irceac am' póca
 3a. mo pēannoo tōḡamṡ amac.
 4a. blūire páirpēir o'fāḡail
 5a. SUITÓ ar an gcaitaoir reo as an mbóro
 6a. mo leabhar o'OSCAILT
 7a. an ceacht so do léiḡeao
 8a. é (do) SCRÍOBao.
 9a. an leabhar do dúinao
 10a. GREIM do breiṡ ar mo cáipín ir
 mo mála
 11a. builaao AMAĆ fé'n rpeir
 12a. imṡeacṡ liom a baile.
 13a. beirṡ annro airir imbáireac.

NOTES

Train students to observe the difference between phrases like *ceacht annas*, and phrases like *é o'ite*. In the former the verbal noun is Accus. governed (in the Lesson) by *oubarc* (*oubráir*). In the latter the verbal noun is Dat. governed by the preposition (expressed or understood), while the whole verbal noun phrase is the direct object of *oubarc*, etc.

The verbal noun is frequently SUBJECT NOM. to the verb IS.

Sean-focal—"nā OEIM caradac munab é do leap é."

Cao veir an sean focal? **ḡan CARADAS A
 oéanaim** munab é do leap é.

Exercise XLVI

Ḡaolaim do éir ar an mbéarla ro:—

1°. I told William yesterday to come into school to-day and sit down and read his lesson.

2°. I should like to be out in the open air on a fine, sunny day.

3°. I wonder would you like (ar maic leat) to come home along with me.

4°. Tell him to eat his breakfast, put the books into his bag, and be off to school.

5°. Did you tell her to gather the others into the school? I did.

6°. I should prefer to take out my book and read it here in the open air.

7°. Tell Tadhg to write that letter to cum) Mary and put it on the table.

8°. Did I not (nā) tell you to get your pencil and write this lesson in your book?

9°. Séan told Séamur to stand up, put his hand in his pocket, and take out his purse.

10°. I told Dan Sullivan to take his cap and bag and go away home.

LESSON XLIX

(Plural of Past Tense)

1°. Tomár 7 Míre—DO BÍOMAIR amuig fé'n rpeir moé.

Δ lit, 7 Δ míre—Ir iriḡ ra tiḡ Δ BÍOBÁIR-re.

Séan 7 Séamur—BÍODÁIR-SAN iriḡ 'n buir oteannta.

2°. Δ Tomár, an raḡamair-ne iriḡ ra tiḡ? NÍ RAḂAMÁIR

an raḡamair amuig fé'n rpeir? (OC)
BÍOMÁIR.

3°. Sib-re, Δ lit 7 Δ míre—AN RAḂABÁIR iriḡ ra tiḡ?
DO BÍOMÁIR.

AN RAḂAMÁIR-ne? NÍ RAḂABÁIR.

AN RAḂAMÁIR amuig fé'n rpeir? DO BÍOBÁIR.

- 4°. AN RAḂAṬAR-SAN (Seán 7 Séamus) amuis fé'n ppéir?
 ní RAḂAṬAR.
 AN RAḂAṬAR irctis rA ctis? DO ḂÍOṬAR.
 5°. AR STAIṬEAMAIR don uḂLA? DO STAIṬEABAIR.
 AR STAIṬEABAIR-SE? níOR STAIṬEAMAIR.
 AR IṬEABAIR don éeann díob? D'IṬEAMAIR, etc.,
 etc.

LESSON L

(*Plural of Future Tense*)

- 1°. Tomár 7 mipe—ḂEIMÍO amuis fé'n ppéir imbáiréac
 RAḂMÍO in-áirde ar an gcraon uḂall,
 STAIṬFIMÍO ponnit de rna h-uḂlaib,
 ÍOSPAMÍO íao,
 CAIṬFIMÍO curo díob ríor cum Caitlín, 7 Lil,
 TIOCFAMÍO anuas de'n éraon annan,
 BAILEOCÁIMÍO na h-uḂla irteac 1 gcipeán,
 IMṬEOCÁIMÍO a baile 1 oteannta éile.
- 2°. A Lil 7 a Caitlín, cao a d'éanfaríO (Tomár 7 mipe)
 1 imbáiréac?
 BEÍO SÍB amuis fé'n ppéir,
 RAḂAÍO SÍB 1 n-áirde ar an gcraon uḂall,
 STAIṬFÍO SÍB ponnit de rna h-uḂlaib,
 ÍOSPÁÍO SÍB íao,
 CAIṬFÍO SÍB curo díob anuas éúgáinne,
 TIOCFÁÍO SÍB anuas de'n éraon,
 BAILEOCÁÍO SÍB na h-uḂla irteac 1 gcipeán,
 IMṬEOCÁÍO SÍB a baile n-áir oteannta.
- 3°. Caitlín *questions* Lil—A Lil, cao a d'éanfaríO (Seapóro)
 7 Tomár imbáiréac?
 BEÍO SÍAO amuis fé'n ppéir,
 RAḂAÍO SÍAO 1 n-áirde ar an gcraon uḂall,
 STAIṬFÍO SÍAO ponnit de rna h-uḂlaib,
 ÍOSPÁÍO SÍAO íao,
 CAIṬFÍO SÍAO curo díob anuas éúgáinne,
 TIOCFÁÍO SÍAO anuas de'n éraon,
 BAILEOCÁÍO SÍAO na h-uḂla irteac 1 gcipeán,
 IMṬEOCÁÍO SÍAO a baile n-áir oteannta.

LESSON LI

(Plural of Present Tense)

1°. Mire 7 Tomár—

bínníḡ amuis fé'n rpeír ḡac lá ra tpeacḡmáin
 téiḡmíḡ 1 n-áirḡe ar an ḡcraḡn uball,
 ḡaíḡmíḡ pómnt de rna h-ublaib,
 íḡmíḡ 1aḡ,
 caíḡmíḡ curḡ oíob ríor cum caíḡlín 7 líl,
 taḡaíḡmíḡ anuar de'n éraḡn anraḡn,
 baíḡlḡmíḡ na h-ubla írḡeac 1 ḡcraḡn,
 imḡiḡmíḡ a baile 1 oḡeannḡa caíḡlín 7 líl.

2°. A líl 7 a caíḡlín, caḡ a ḡeimíḡ (mire 7 Tomár) ḡac lá ?

bíonn síḡ amuis fé'n rpeír,
 téiḡeánn síḡ 1 n-áirḡe ar an ḡcraḡn uball,
 ḡaíḡeánn síḡ pómnt de rna h-ublaib,
 íḡeánn síḡ 1aḡ,
 caíḡeánn síḡ curḡ oíob anuar éúḡainne
 taḡaḡn síḡ anuar de'n éraḡn anraḡn,
 baíḡlḡeánn síḡ na h-ubla írḡeac 1 ḡcraḡn.
 imḡiḡeánn síḡ a baile 'n-ár oḡeannḡa.

3°. Líl questions caíḡlín—A caíḡlín, caḡ a ḡeimíḡ ríacḡ rān
ḡac lá ?

bíḡ síac amuis fé'n rpeír,
 téiḡíḡ síac 1 n-áirḡe ar an ḡcraḡn uball,
 ḡaíḡíḡ síac pómnt de rna h-ublaib,
 íḡíḡ síac 1aḡ,
 caíḡíḡ síac curḡ oíob anuar éúḡainne,
 taḡaíḡ síac anuar de'n éraḡn anraḡn,
 baíḡlḡíḡ síac na h-ubla írḡeac 1 ḡcraḡn,
 imḡiḡíḡ síac a baile 'n-ár oḡeannḡa.

Sean-focail—"ní cḡḡuḡíḡ na bréíḡe na bráíḡe."

"nuair a cḡoíḡíḡ na faḡaḡs ír pí an
 c-aḡac."

LESSON LII

(Plural of Imperfect Tense)

1°. Mire 7 Tomár—

DO BÍMÍS amuig fé'n rpreir,
 DO TÉIGMÍS, i n-áirde ar an gcraobh uall,
 DO STAITMÍS poimnt de rna h-uallaid,
 D'ITMÍS iad,
 DO CAITMÍS curd díob ríor cum Caitlín 7 lú,
 DO TÁIGMÍS anuair de'n éirinn annan,
 DO BAILIGMÍS na h-ualla irdeac i gcraobh,
 D'IMTIGMÍS a baile ioteannata Caitlín 7 lú.

2°. A Caitlín 7 a lú, cad a deimhir (mire 7 Tomár) anuair?

DO BÍO SÍB amuig fé'n rpreir,
 DO TÉIGEAD SÍB i n-áirde ar an gcraobh uall,
 DO STAITEAD SÍB poimnt de rna h-uallaid,
 D'ITEAD SÍB iad,
 DO CAITEAD SÍB curd díob anuair éirinnne,
 DO TÁGEAD SÍB anuair de'n éirinn annan,
 DO BAILIGEAD SÍB na h-ualla irdeac i gcraobh,
 D'IMTIGEAD SÍB a baile 'n-ár ioteannata.

3°. Lú questions Caitlín.—A Caitlín, cad a' eimhís SÍB anuair?

DO BÍOÍS amuig fé'n rpreir
 DO TÉIGEÓÍS i n-áirde ar an gcraobh uall,
 DO STAITEOÍS poimnt de rna h-uallaid,
 D'ITEÓÍS iad,
 DO CAITEÓÍS curd díob anuair éirinnne,
 DO TÁGEÓÍS anuair de'n éirinn annan,
 DO BAILIGEÓÍS na h-ualla irdeac i gcraobh,
 D'IMTIGEÓÍS a baile 'n-ár ioteannata.

LESSON LIII

(Conditional—3rd Sing.)

Dá mbeadh lá breag ann m'oiu (ac níl) **DO BÉAD** Tomár amuig
fé'n r'péir.
DO RAĠAD SÉ i n-áirde ar an gcraobh uall.
DO STADTFEAD SÉ ceann de rna h-uall, 7
D'ÍOSPAD SÉ é. Annpán
DO STADTFEAD SÉ an d'aria h-uall, 7
DO CADTFEAD SÉ ríor cum Caiclin é, 7
D'ÍOSPAD SISE é.
DO CRONPAD an garrún ar p'ointe eile díob a r'atad, etc.
DO B'ILEOCAD Caiclin r'cead n-a h-arrún id.
DO TIOCPAD Tomár anuar i gcionn cúig neomataí nó mar
rín, 7
D'IMTEOCAD an beirt acu a baile.

LESSON LIV

(Conditional—Ist Pers. Sing.)

Tomár tells the story :—

DA MBEAD an lá m'oiu go breag (ac níl)—
DO BEIM amuig fé'n r'péir,
DO RAĠAIM i n-áirde ar an gcraobh uall,
DO STADTFIM ceann de rna h-uall,
D'ÍOSPAIM é.
DO STADTFIM an d'aria h-uall,
DO CADTFIM ríor cum Caiclin é ; annpán
DO CRONPAIM ar p'ointe eile díob do r'atad, etc.
Igcionn cúig neomataí nó mar rín
DO TIOCPAIM anuar de'n éran,
DO B'ILEOCAIM na h-uall r'cead i gcraobh,
D'IMTEOCAIM a baile ro teannta Caiclin.

LESSON LV

(Conditional—2nd Pers. Sing.)

Caitlín tells the story to Tomás:—

A Tomás, dá mbeadh an lá m'oiu go bheadh (ac ní!)—
 do bheadh amuis fé'n rpeir,
 do rathfá i n-áirde ar an gcarr uall,
 do stairfá ceann de rna h-uall,
 d'iosfá é,
 do stairfá an dara h-uall,
 do stairfá anuas cúigam-ra é,
 do cromfá ar pointe eile díob do rathad, 7r.,
 iscionn cúig neomadaí nó mar rin
 do tiocfá anuas de'n carr,
 do b'leocfá na h-uall irthead i gcarrán,
 d'imthead a baile im' teannta.

LESSON LVI

(Conditional—Ist Pers. Plur.)

Dá mbeadh an lá m'oiu go bheadh (ac ní!)—
 do bheimis (Tómás 7 m'pe) amuis fé'n rpeir,
 do Rathmis i n-áirde ar an gcarr uall,
 do stairm'is pointe de rna h-uall,
 d'iosfaimis iad,
 do stairm'is pointe eile díob,
 do stairm'is r'or cum Caitlín 7 l' iad,
 do cromfaimis ar a tuille díob do rathad, 7r.,
 do tiocfaimis anuas de'n carr,
 do b'leocfaimis na h-uall irthead i gcarrán,
 d'imtheadaimis a baile i teannta Caitlín 7 l'.

LESSON LVII

*(Conditional—2nd Pers. Plur.)**Caitlín and Lú tell the story to Gearóir and Tomás :—*

Dá mbeadh an lá iníu go breag (-ac ní!)—
 DO BÉADÓ SÍB amuis fé'n rpeir,
 DO RAĖĖADÓ SÍB i n-áirde ar an gcraon uball,
 DO STADĖFEADÓ SÍB ponnac de rna h-ublaib,
 D'ÍOSFAÓ SÍB íao,
 DO STADĖFEADÓ SÍB ponnac eile díob,
 DO ĖADĖFEADÓ SÍB anuar éúĖainne íao,
 DO ĖROMFAÓ SÍB ar a tuille díob do rcaac, Ėrl.,
 DO ĖIOCFAÓ SÍB anuar de'n Ėrann,
 DO BĖILEOCĖADÓ SÍB na h-ubla ircaac i Ėcraán,
 D'ímĖeocĖADÓ SÍB a bĖile n-ár ocaannta.

LESSON LVIII

*(Conditional—3rd Pers. Plur.)**Seán tells the story :—*

Dá mbeadh an lá iníu go breag (-ac ní!)—
 DO BĖIDÍS (Gearóir Ė Tomás) amuis fé'n rpeir,
 DO RAĖDÍS i n-áirde ar an gcraon uball,
 DO STADĖFIDÍS ponnac de rna h-ublaib,
 D'ÍOSFAIDÍS íao,
 DO STADĖFIDÍS ponnac eile díob,
 DO ĖADĖFIDÍS ríor (or anuar) cum Caitlín Ė Lú íao,
 DO ĖROMFAIDÍS ar a tuille díob do rcaac, Ėrl.,
 DO ĖIOCFAIDÍS anuar de'n Ėrann,
 DO BĖILEOCĖAIDÍS na h-ubla ircaac i Ėcraán,
 D'ímĖeocĖAIDÍS a bĖile i ocaannta na Ėcailíní.

LESSON LIX

(Imperative Mood—3rd Sing.)

MĀ bionn ré so bpeas inoiu—
 BÍOŮ Tomár amuis fé'n ípéir,
 TéiḡeAŮ SÉ i n-áirde ar an ḡeiriann uball,
 StaiṭceAŮ SÉ ceann de rna h-ublaib,
 íceAŮ SÉ é,
 StaiṭceAŮ SÉ an ṽarja ceann annan, 7
 CaiṭceAŮ SÉ anuar cum Caiṭlín é.
 CROMAŮ SÉ ar a cuille óioḃ do rtaṭaŮ, ḡrl.,
 TAḡAŮ SÉ anuar de'n ériann,
 BAILIḡeAŮ SÉ na h-ubla irceac i ḡcipeán,
 IMṬIḡeAŮ SÉ a baile i ṽceannta Caiṭlín.

NĀ is the negative to be used with the imperative: nā
 téirḡ irceac; nā ranaŮ ré tíor aḡ bun an ériann, etc., etc.

Sean-focal—"BÍOŮ iur aḡac féin, nó bí in' éaḡmair."

LESSON LX

(Imperative—Ist Pers. Plur.)

MĀ bionn ré so bpeas inoiu—
 BÍMÍS (mire 7 Tomár) amuis fé'n ípéir,
 TéiḡMÍS i n-áirde ar an ḡeiriann uball,
 StaiṭimÍS poinnt de rna h-ublaib,
 ítimÍS iac,
 StaiṭimÍS poinnt eile óioḃ,
 CaiṭimÍS anuar cum Caiṭlín 7 lú iac,
 CROMAIMÍS ar a cuille óioḃ do rtaṭaŮ, ḡrl.,
 TAḡAIMÍS anuar de'n ériann,
 BAILIḡMÍS na h-ubla irceac i ḡcipeán,
 IMṬIḡMÍS a baile i ṽceannta na ḡcailíni.

LESSON LXI

(Imperative—2nd Pers. Plur.)

A tairḡs 7 a tómar, má bíonn an lá iníu go breaḡ—
 bíodú amuḡ fé'n rpeir,
 tḡisú i n-áirde ar an gcraon uball,
 stairḡú ponnḡ de rna n-ublaib,
 itú id,
 stairḡú ponnḡ eile díob,
 cairḡú anuap cum Cairlín 7 lú id,
 cromadú ar a cuille díob do rtaḡad, rpl.,
 tḡadú anuap de'n éraon,
 baillḡú na n-ubla irḡad i gcraon,
 mḡisú a baile i rḡannḡ na gcailíní.

LESSON LXII

(Imperative—3rd Pers. Plur.)

Má bíonn an lá iníu go breaḡ—
 bíod tairḡs 7 tómar (bíodís) amuḡ fé'n rpeir,
 tḡisodís i n-áirde ar an gcraon uball,
 stairḡodís ponnḡ de rna n-ublaib,
 itodís id,
 stairḡodís ponnḡ eile díob,
 cairḡodís anuap cum Cairlín 7 lú id,
 cromadodís ar a cuille díob do rtaḡad, rpl.,
 tḡadodís anuap de'n éraon,
 baillḡodís na n-ubla irḡad i gcraon,
 mḡisodís a baile i rḡannḡ na gcailíní.

Exercise XLVII

ḡolumn do éur ar an mbéarla ro:—

1°. Go out into the field, Shemus, and take out your book, and read your lesson.

2°. I told him to go out into the field, take out his book, and read his lesson.

3°. If the day were fine I would go out and pluck some apples off the tree

4°. If it is fine to-day, let us go out and gather the apples into baskets.

5°. Don't put your hands in your pockets, boys.

6°. If you come in I shall go out.

7°. He told me that (go) if I came in he would go out.

8°. Tell him to stay at the foot of the tree, and that you will go up, and pluck the apples and throw them down to him.

9°. I wonder will anyone come in to school to-day

10°. Tell Seán to be here to-morrow and to have his book with him

LESSON LXIII

(The Subjunctive Mood—Present Tense)

One of the most important uses of the Subjunctive is in the expression of wishes :—

I. Affirmative :—

- (a) SO MAIRIÚ ár nŠaolunn plán.
 SO mBEIRIÚ an Dia d'áil leir é.
 SO DTÉIRIÚ (DTÉIRIÚ tu) plán a b'áile.
 SO DTÉIRIÚ ríbh plán.
- (b) SO mBEANNUIŠIÚ Dia d'áil.
 SO ŠCÚITIŠIÚ Dia leat.
 SO mBUANUIŠIÚ Dia tu.
- (c) SO r'áil maic ašat.
 Šupab amlaró d'áil.
 Slán SO RAĐAIR.
 " Ó b'ár SO c'rioc, naé c'rioc ac at-fár
 i b'párréar na nšpár SO RAĐAIMÍO.

II. Negative :—

- (a) 'S muna d'óim-rá acá tu i n'óán
 a p'éarla an b'pollaig b'áin,
 n'ár t'šeado-rá plán ón aonac."
- (b) n'ár CÚITIŠIÚ Dia do f'aoear leat.
- (c) n'ÁRA' maic ašat-rá.
 n'Á RAIB maic ašat-rá

NOTES

All the above salutations, etc., should be carefully explained by the Teacher, and committed to memory by the pupil. The latter should also be instructed to make out, from above forms, the full paradigm of the Present Subjunctive,

The Subjunctive is also used :—

1°. To express *purpose*—*Raḡaṁ ann ḡo ḡp̄eiceaṁ é.*

2°. To express *indefinite time*—*nā laḡair cum ḡo laḡraṁ-ra leat.*

3°. With *ṁā* (in past tense—see next Lesson).

4°. With *muna*, to express *uncertainty or indefiniteness*—*Muna ṁtaḡaṁ ré ir boṁt an ṛḡeal é.*

LESSON LXIV

(*Subjunctive Mood—Past Tense*)

One of the principal uses is with ṁā :—

1. *ṁā mbeaṁ an lá mṁé ḡo ḡp̄eāḡ, ṁo ḡeaṁ Tomár amuiḡ ré'n ṛp̄eir.*

ṁā mbeaṁ ré amuiḡ ṁo ṛaḡaṁ ré i n-áirṁe ar an ḡerann uball.

ṁā ṁt̄eíṁeaṁ ré m-áirṁe ṁo ṛtaíṛeaṁ ré ṛoinnt ṁe ṛna h-ublaib.

ṁā ṡtaíṛeaṁ, ṁ'iorṛaṁ ré curṁ ṁiob.

ṁā n-iṛeaṁ, ṁo ṁaíṛṁṛiṁṛ leir.

ṁā ḡcromaṁ ré ar a ṁuille ṁiob ṁo ṛtaṁaṁ ṁo ṁaíṛeaṁ ré ṛior cum Caíṛlín iṁ.

ṁā ḡcaíṛeaṁ, ṁo ḡaileoaṁ ṛire irṛeaṁ n-a h-arṛiún iṁ.

ṁā mḡaíṛiḡeaṁ, ṁo ṁiocrṁ Tomár anuar ṁe'n ṁrann.

ṁā ṁtaḡaṁ ṁo ṛaḡoir a ḡaile i ṁteannta 'ṁeile.

ṁā ṁt̄eíṁiṁis, ṁo ḡeaṁ fáilṁe ṛómpa.

2. *Tomár speaks :—*

ní ṛaḡar amuiḡ ré'n ṛp̄eir mṁé, mar ní ṛaib ré ṛó-ḡp̄eāḡ.

ԸԸ ԵՃ իձԵՃԸ, ԵՃ Եձձձ Ըձձձ.

ԵՃ իձԵձձձ Ըձձձ, ԵՃ իձձձձ, Դձ.

ԵՃ ԵՃԵձԸձձ, ԵՃ իձԸԸԸձ, Դձ.

ԵՃ ՏԸԸԸԸձ, ԵՃձձձձ, Դձ.

ԵՃ ի-ԸԸձ, ԵՃ ԸԸԸԸԸԸԸ լԸձ.

ԵՃ ՏԸՐՈձձձ, Դձ., ԵՃ ԸԸԸձ, Դձ.

ԵՃ ՏԸԸԸԸձ, Դձ.

ԵՃ ԵՃԸԸԸձձ Ըձձ ԵՃձ Ըձձ, Դձ.

III. ԸԸԸձ speaks to Ըձձ :—

իձ իձԸձ Ըձձ իձձ իձԸձ իձԸ, Ը Ըձձ, ԸԸ—

ԵՃ իձԸԸԸԸ ԵՃ իձձձ Ը ի-ԸձԸ, Դձ.

ԵՃ ԵՃԸԸԸԸԸ, ԵՃ իձԸԸԸ, Դձ.

ԵՃ ՏԸԸԸԸԸԸ, ԵՃձձԸ, Դձ.

ԵՃ ի-ԸԸԸԸ, ԵՃ ԸԸԸԸԸԸ լԸԸ.

ԵՃ ՏԸՐՈձԸ, Դձ., ԵՃ ԸԸԸԸ Ըձձ Ըձձձ-Ը
ԸԸ.

ԵՃ ՏԸԸԸԸԸ, ԵՃ ԵՃԸԸԸձձ-Ը, Դձ.

ԵՃ ԵՃԸԸԸԸ Ըձձ, Դձ.

IV. Third Person Plural :—

իձ իձձ Ըձձ Դ ԸԸձ Ըձձ իձձ իձԸձ իձԸ, ԸԸ—

ԵՃ իձԸԸԸձ, ԵՃ իձձձ, Դձ.

ԵՃ ԵՃԸԸԸԸԸձ, ԵՃ իձԸԸԸԸձ, Դձ.

ԵՃ ՏԸԸԸԸԸձ, ԵՃձձԸձ, Դձ.

ԵՃ ի-ԸԸԸձ, Դձ.

ԵՃ ՏԸՐՈձձձ, Դձ.

ԵՃ ՏԸԸԸԸձ, Դձ.

ԵՃ ԵՃԸԸԸձձ, Դձ.

V. ԸԸԸձ speaks to Ըձձ and ԸԸձ (Second Person Plural) :—

ԵՃ իձԸԸ ՏԸձ Ըձձ, Դձ.

ԵՃ ԵՃԸԸԸԸ ՏԸձ, Դձ.

ԵՃ ՏԸԸԸԸ ՏԸձ, Դձ.

ԵՃ ի-ԸԸԸ ՏԸձ, Դձ.

ԵՃ ՏԸՐՈձ ՏԸձ, Դձ.

ԵՃ ՏԸԸԸԸ ՏԸձ, Դձ.

ԵՃ ԵՃԸԸԸ ՏԸձ, Դձ.

VI. Ըձձ speaks to ԸԸձ (1st Person Plural) :—

Ը ԸԸձ, իձ իձԸձձ Ըձձ իձձ իձԸձ իձԸ, ԸԸ—

ԵՃ իձԸձձ ԵՃ իձձձ Ը ի-ԸձԸ Ըձ Ը ՏԸձձ
ԸԸԸ,

ṬÁ ṬCÉIÓMÍS, ṵo ṛcaicṛmír ponnac ṵe ṛna
h-uḃlaib,

ṬÁ STAIĆMÍS, ṵ'ioṛṛaimír cuio ṵioḃ,

ṬÁ II-ĆMÍS, ṵo caitṛṛoír linn.

ṬÁ SCROMAMÍS ar a cuille ṵioḃ ṵo ṛcaṛaḃ,
ṵo caitṛmír anuap cum Caitlín
iaṵ.

ṬÁ SCACĆMÍS, ṵo baileoḃaḃ ṛipe ṛṛeaḃ n-a
h-arṛún iaṵ,

ṬÁ ṬCAḂAMÍS anuap ṵe'n éṛann ṵo cíoṛaḃ
Caitlín a baile n-ar ṵceannca.

Proverb—"ṬÁ mḃa Ṷia cu ba cu Ṷia ṵioḂaltair."

Exercise XLVIII

- 1°. If I were well I'd go out into the open air to-day.
- 2°. May God bless you, your property, and your children.
- 3°. May God strengthen us to (cum with Gen.) do the work well and wisely.
- 4°. If we were stronger than we are things (an ṛḂéa) would be all right (Ḃo maic).
- 5°. If he were a man of no intelligence I shouldn't mind the business at all.
- 6°. Don't speak until I speak to you.
- 7°. I know Irish very well now—no thanks to you.
- 8°. If he doesn't come to-day he will not come to-morrow or the next day.
- 9°. Don't come in until I go out.
- 10°. Let none of you go out to-day or to-morrow or the day after.

LESSON LXV

(Autonomous Forms—Past Tense)

When we merely state that *an action took place* without saying who did it, the forms of the Verbs used are called *autonomous*. They can also be used in a Passive sense (with *transitive* verbs).

ṬO bġceas amuḂ ṛé'n ṛṛéir mḃe.

DO CUATAS i n-áirde ar an gcumann uall.
 DO STAITÉADÓ uall,
 DO H-ITÉADÓ é,
 DO STAITÉADÓ an t-ara ceann,
 DO CAITÉADÓ ríor go bun an érainn é,
 DO H-ITÉADÓ é,
 DO CROMADÓ ar a tuille díob do rtaidó 7 do cáiteam ríor
 DO BAILIÉADÓ irteac i gcipeán iad.
 DO TÁHATAS anuas de'n érainn,
 DO CUATAS a baile

LESSON LXVI

(Future Autonomous)

BEIFAR amuis fé'n rpeir imbáireac.
 RAŠFAR i n-áirde ar an gcumann uall.
 STAITĚFAR uall,
 IOSFAR é,
 STAITĚFAR an t-ara ceann,
 CAITĚFAR ríor go bun an érainn é.
 IOSFAR é,
 CROMĚFAR ar a tuille díob do rtaidó 7 do cáiteam ríor.
 BAILEOFAR (baileoċtar) irteac i gcipeán iad
 TIOCFAR anuas de'n érainn.
 RAŠFAR a baile.

LESSON LXVII

(Autonomous—Present Habitual)

BÍTEAR amuis fé'n rpeir ŠAC LÁ ra treacmáin,
 TÉIŮTEAR i n-áirde ar an gcumann uall,
 STAITĚTEAR uall,
 ÍTEAR é,
 STAITĚTEAR ceann eile,
 CÁITĚTEAR ríor go bun an érainn é,
 ÍTEAR é,
 CROMĚAR ar a tuille díob do rtaidó 7 do cáiteam ríor.
 BAILIŠTEAR irteac i gcipeán iad.
 TAŠTAR anuas de'n érainn,
 TÉIŮTEAR a baile.

The present Imperative and the present Subjunctive have the same forms as above.

Proverb—" 1 nòiarò a céile " **DEIMTEAR** na cairdeán "

LESSON LXVIII

(Imperfect Autonomous)

DO bÍtÍ amuis fé'n rpeir **ANUIRIÓ**,
 DO tÉIÓtÍ i n-áirde ar an gcraobh uall,
 DO STAIÓtÍ uall,
 DO h-íÓtÍ é,
 DO STAIÓtÍ an t-áirde ceann,
 DO CAIÓtÍ ríor go bun an éirinn é,
 DO h-íÓtÍ é,
 DO CROMÓtÍ ar a tuille díobh do rtaíob ? DO éiríam ríor,
 DO bAilíÓtÍ irteac i gcraobh íad.
 DO TAIÓtÍ (tíó) anuas de'n éirinn,
 DO tÉIÓtÍ a baile.

LESSON LXIX

(Autonomous—Past Subj. and Conditional)

DO mbéirÍ amuis fé'n rpeir mde (ní RABÓtAS)
 DO RABÓtÍ i n-áirde ar an gcraobh uall.
 DO tÉIÓtÍ, DO STAIÓtÍ uall
 DO h-íÓtÍ é
 DO STAIÓtÍ an t-áirde ceann DO CAIÓtÍ ríor go bun an
 éirinn é,
 DO SCAIÓtÍ, DO h-íÓtÍ é.
 DO SCROMÓtÍ ar a tuille díobh do rtaíob, DO CAIÓtÍ
 ríor íad,
 DO SCAIÓtÍ ríor íad, DO bAileÓÓtÍ (baileofí) irteac
 i gcraobh íad
 DO mbAilíÓtÍ, DO TIOÓtÍ anuas de'n éirinn,
 DO tÓtÍ, DO RABÓtÍ a baile

Exercise XLIX

(Autonomous Forms)

Σαεὸις τοῦ ὅτι ἀν μὲσαρτα πο :—

1°. Don't speak until you are spoken to.

2°. If people didn't speak until they were spoken to, things would be all right.

3°. Let the apples not be gathered into the baskets until Tomár comes down from the tree.

4°. We didn't speak until we were spoken to.

5°. Let not these books be put on this table any more (ἀ ἐντὺ). Let them be put over there (ἀντὶν ἐκεῖ) in the corner.

6°. Let no hand be put into any pocket till the end of this lesson (οὐδεὶς ἀν ἐπαρτα πο).

7°. Let all pens be taken out now, and all books opened.

8°. Let this lesson be read first (ἀρ ὅτι) and then written down.

9°. All the pens were taken out, and all the books opened.

10°. The lesson will be read first, and then written down.

LESSON LXX

(The Verb εἶμι (Pres. Indic.), "I see," and the Actual Present Progressive (with τὰ and Verbal Noun))

I. ὁρίσθην ὅτι μοι τὰν, μαρ τὰ σὶ 'ἂ ταισβεάιντ ἀγὰμ ὅτι
 ἢ πεῖσεσθην πέ ἀνοίρ ἰ, μαρ τὰ ρὶ ἰ ὕπολας ἀγὰμ.

ἂ Σεαῖν, ταιρβεάιν ὅμοι τοι τὰν.

Ἐὰν τὰ ἀγε ἂ ὀέαναι, ἂ Ἐὰν; τὰ ἂ τὰν ἀγε
 'ἂ ταισβεάιντ ὅμοι.

ἂ Ἐὰν, ἀν ὕπεσεσθην τοι τὰν Σεαῖν; ὁρίσθην.

Ἐὰν τὰν ἂ ὁρίσθην τοι; ἂ τὰν ὀέας;

Ἀν ὕπεσεσθην τοι ἂ τὰν ὀέ; ἢ πεῖσθην.

Ἐὰν ἡ ἐὰν ἢ πεῖσεσθην (τοι ἰ); ἢ ὕπερ ταισβαν
 ὀὰ ὀρόμ ἀγε.

- II. An bfeicim-se an clár-tuá ? CíR.
 An bfeiceadh tusa é ? Cím.
 An bfeicir-se é ? Cím.
 Dún do fúile, a Séain !
 An bfeiceadh Seán an clár-tuá anóir ? ní
 feiceadh.
 Cad na táb ná feiceadh ? **A súile a beir
 dúnta** aige.
 A Séain, an bfeicir an clár-tuá ? ní feicim.
 Cad na táb ná feicir ? **Mo súile a beir dúnta**
 agam.
- III. Seán γ míre—CímíD rib-re anoir.
 An bfeicimid rib ? Cíonn (rib)
 An bfeiceadh sib-se rinne ? CímíD.
 Cía h-iaD a címíD-ne ? Cíonn sib rinne.
 Cía h-iaD a cíonn rib-re ? CímíD rib-re.
- IV. Tadó γ Séamur—An bfeicíD riad rinn ? CíD
 An bfeicíD riad an clár-tuá ? CíD.
 An bfeicíD riad dá clár-tuá ? ní feicíD.
 Cad na táb ná feicíD riad dá clár-tuá ? **SáD
 iad a beir ann** le feiscint.

Note.—Give thorough drill on all these forms, Interrogative, Affirmative and Negative.

LESSON LXXI

(The Verb cím, Past Tense)

- 1°. Do bíor amuig fé'n rpeir inoé, γ DO CONNAC Tomár, γ
 é ag dul i n-áirde ar an gcraobh uall.
 ní feaca Tadó, mar ná raib fé ann le feiscint.
 An bfeaca tu inoé, a Tomár ? DO CONNAC.
 An bfeacaís-re míre ? DO CONNAC.
 A míre, an bfeacab Tomár mé ? DO CONNAC.
 An bfeacab Tadó me ? ní feaca(ró).
 An raib-re ann, a Cairlín ? DO bíor.
 An bfeacaís Tomár ? DO CONNAC.
 An bfeacaís Tadó ? ní feaca.

Cao na taoð ná feacaír ? San é beir ann le feiscint.

An bfeaca-ra tura ? DO CONNAICÍS.

An bfeaca Taoð ? ní feacaís.

- 2° Caiclin 7 Mire—Do bíomair amuis pé'n rpeir inoé, 7
DO CONNACAMAIR Tomár, 7 é dul i n-áirde ar an
sgerann uball.

ní feacamair Taoð mar ná raib pé ann le feiscint.

A Tomáir 7 a Caiclin—

DO CONNACABDAIR mire.

ní feacabair Taoð.

An bfeacabair mé ? DO CONNACAMAIR.

An bfeacabair Taoð ? ní feacamair.

- 3°. A Taoð, an bfeiceann tu Tomár 7 Caiclin ? (Cim.)

DO CONNACADAR-ran inoé mé.

ní feacadar tura, mar ná rabair ann le feiscint

An bfeacadar tura ? ní feacadar.

An bfeacadar mire ? DO CONNACADAR.

Note.—Give thorough drill on all these forms, and contrast with present tense.

LESSON LXXII

(The Verb *cim*, Future Tense)

- 1°. **beað** amuis pé'n rpeir **imbáireacé**, 7 **cífað** Tomár 7 é
as dul i n-áirde ar an sgerann uball.

ní feicfeað Taoð, mar ná berò pé ann le feiscint

An bfeicfeað tura, a Seán ?

ní feicfir, mar ná beað ann le feiscint,

An bfeicfeao Tomár ?

Cífir.

A Tomáir, an bfeicfir-re mire ? Cífað.

An bfeicfir Seán ? ní feicfeað.

An bfeicfeao-ra tura ? Cífir.

An bfeicfeao Seán ? ní feicfir.

- 2°. Berò Tomár amuis pé'n rpeir **imbáireacé**, asur—
Cífið sé mire.

ní feicfið sé Taoð.

An bfeicfið pé tura, a Seán ? ní feicfið.

Cao na taoð ná feicfið ? San mé beir ann le feiscint.

An bfeicfið pé mire ? Cífið.

3°. Tomáir 7 mire—Beimíó amuis fé'n rpeír imbáiread, 7
 éirimíó a céile.

ní feicrimíó Tadó, mar ná beiró pé ann le feircint.

An bfeicrimíó a céile, a Tomáir? éifeam (éirimíó).

An bfeicrimíó curá a éatclín? éifíó (ríó).

A éatclín 7 a lit, an bfeicríó ríó-re rinn? éifeam.

An bfeicrimíó-ne ríó-re? éifíó (ríó).

An bfeicrimíó Tadó? ní feicríó (ríó).

Proverb—"éifeam a bfeicfeam."

Exercise L

ḡaoluinn do cur ar an mbéarla ro:—

1°. I see him every day in the week, when (nuair) I come into school.

2°. I saw Dan Sullivan yesterday coming home from the (ó'n) fair

3°. I'm glad to see you so well. Shall I see you to-morrow in the city?

4°. We shall see each other when I come home next Sunday.

5°. I never saw such a person (a leicéir de dume).

6°. Did you ever see such (a leicéir de) a lovely sunny day?

7°. I speak Irish to them whenever I see them.

8°. Never again (ní . . . go deo airéir) will you (pl.) see me in this place alive (beo).

9°. They see each other every day in the week, don't they?

10°. I saw a man going into the house the day before yesterday, but I saw no woman.

LESSON LXXIII

(The Verb éim—Imperf. Indic. and Past Subj.)

1° Do éinn amuis fé'n rpeír go minic anuair, agus—

Do éinn Tomáir 7 é as out i n-áiríe ar an ḡrann uball.

ní feicim Tadó, mar ná bíó pé ann le feircint.

Da bfeicim (past Subj.) é do raḡaim i n-donfeact leir.

- 2°. Δ *Tomáir, ir minic*
Do éirteá anuiprú mé, 7 tu aς pταταθ na n-uáll.
ní feicteá Tαςς, mar ní bíoθ ré ann éirise (i.e. le
feircint)
Doá bfeicteá é do maςfá i n-aonfeact leir.
- 3°. *Do bíoθ Tomáir amuig fé'n rpéir go minic anuiprú, 7*
Do éioθ ré mire
ní feiceaθ ré Tαςς.
Doá bfeiceaθ sé é do maςaθ ré na teannta.
- 4°. *Tomáir 7 mire, do bímir aς pταταθ uáll go minic, 7*
Do éimis Δ éite.
ní feicimis Tαςς ;
Doá bfeicimis é do maςmir na teannta.
- 5°. Δ *Tomáir 7 Δ Caiclin, ir minic Δ bíoθ rib amuig fé'n*
rpéir, 7
Do éioθ sib Δ éite.
ní feiceaθ sib Tαςς,
Doá bfeiceaθ rib é do maςaθ rib in aonfeact
leir.
- 6°. *Tomáir 7 Caiclin—*
Do bíoir amuig fé'n rpéir go minic, 7
Do éiois Δ éite,
ní feiciois Tαςς,
Doá bfeiciois é, do maςoir Δ baile in aonfeact
leir.

LESSON LXXIV

(The Verb éim—Conditional)

- 1°. *Ní maςar amuig fé'n rpéir inoé, ac doá mbeinn—*
Do éfirinn Tomáir 7 é aς uul i n-áirne ar an ςcpann
uáll.
ní feicfirinn Tαςς, Doá mba ná beaθ ré ann.
- 2°. Δ *Tomáir—*
Do éfá inoé mé, doá mbeinn in aonfeact leat--ac
ní maςar.
ní feic á Tαςς, Doá mba na beaθ , é ann.

3°. Δ τὰρὸς—

DO ÉIFEADÓ TOMÁR MÓÉ TU DÁ MBÉITEÁ NA CEANNTA—
aé ní maóair.

ní feicfeadó ré tu anoir **DÁ NDÚNAÓ SÉ** Δ fúile.

4°. Tomár γ mipe—

DO ÉIFIMÍS Δ céile **DÁ BFEACAIMÍS** AP Δ céile.

(Míimíto ΔS féacaint AP Δ céile. Ir
amlaró atáimpe ΔS féacaint AP AN
SCLÁRTOB, γ Tomár ΔS féacaint
AP AN NTOIRAP)

ní feicfimis Δ céile **DÁ NDÚNAIMÍS** AP fúile

5°. Δ Tomáir γ Δ Caiclin—

DO ÉIFEADÓ SIB Δ céile DÁ BFEACADÓ PIB AP Δ céile ;

ní feicfeadó SIB doinnrō DÁ NDÚNAÓ PIB BUIP fúile.

6°. Δ τὰρὸς—

DO ÉIFRÓIS FIM (Tomár γ Caiclin) Δ céile DÁ MBEROÍP
ΔS féacaint AP Δ céile,

ní feicfróis ploc DÁ NDÚNAÍOÍP Δ fúile.

Exercise LI

Scoluinn do éur AP AN MBÉAPTA FO :—

1°. If you (pl.) would look at the blackboard you would see what I am writing.

2°. If you saw it you would understand it.

3°. If we had seen each other yesterday we should see each other to-day also.

4°. I used to see Tomár and τὰρὸς at school last year, but they usen't to see me.

5°. That's the man I used to see going into yonder house every day last year.

6°. You saw me yesterday, and I saw you the day before.

7°. If we had seen each other last week we shouldn't have recognised (aictnísim) each other.

8°. If you looked at him you would see him, and if you saw him you would recognise him.

9°. Whenever I saw you last year I recognised you.

10°. If I hadn't (DÁ MBA NA) recognised you I wouldn't have spoken to you, and if I hadn't spoken to you I shouldn't

have seen that you had lost a tooth (σο παῖς πιασαί ἰ η-εαρναῖ ορη).

LESSON LXXV

(The Verb εἰμ—Autonomous Forms)

- 1°. ΕἴτεAR Tomár ἤδε ἡ νυαῖ τέρθεανν πέ δε ραταῖο ηα η-υθαῖ.
- ἡῖ πειττεAR ταῖς—ἡῖ βίονν πέ ανν λε περσιντ.
- 2° ΟΟ CONNACTAS ἡνὲ εἰ εἰ δε οὐτ ἰ η-ἀιρθε ἀρ αν ἡερανν υθαῖ.
- ἡῖ πεαατAS ταῖς, μαρ ἡῖ παῖς πέ ανν εἰσε.
- 3° ΟΟ Εἴτῖ Tomár ἡο ἡνιε ανηρηθ, ἀε ἡῖ πειττῖ ταῖς. Οἶ ὑπειττῖ, οο παστῖ αἰατε ἡ ανπεαετ λερ.
- 4°. ΕἴρAR ἡμβάρεαε εἰ, αἰ τῶμαρ, μά τέρθεανν εἰ αμαε ἡῖ πειτρAR εἰ μά πανανν εἰ ἡρτῖς.
- 5°. Οἶ ὀτέιῖθεἶ αμαε ἡνιου ΟΟ Εἴρῖ εἰ. Οἶ ὑφαντῖ ἡρτῖς ἡῖ πειτρῖ εἰ ἡ αν ὀρη.

Note.—The present Imper. is the same as the pres. Indic., and the pres. Subj. is the same as the pres. Indic. (*dependent*).

Exercise LII

- 1°. Someone was seen going into that house yesterday, and no one was seen coming out.
- 2°. If you go out at all to-day you will be seen ; if you remain inside you won't be seen.
- 3°. Let it not be seen that ye are afraid (εαστα αἰετ ορη).
- 4°. He used to be seen coming to school every day, but not going home.
- 5°. If people saw (past Subj. Auton.) what we are doing they wouldn't be over-pleased (ρη-ῖἀρτα).

LESSON LXXVI

(The Verb *deirim* (Pres. Indic.) and *Oratio Obliqua*)

1°. *Tomár*—"Téiríom amach fé'n rpreir gach lá, rcaitím poinnt uhall, ítim curó díob, bailigim an curó eile díob irteac i gceiréan, 7 tagaim a baile airip."

DEIR *Tomár* *SO* *utérdeann* *pé* *amach* *fé'n* *rpreir* *gach* *lá*,
SO *rcaiteann* *pé* *poinnt* *uhall*,
SO *n-íteann* *pé* *curó* *díob*,
SO *mbailigheann* *pé* *an* *curó* *eile* *díob* *irteac*
i *gceiréan*, *7*
SO *utagann* *pé* *a* *baile* *airip*.

2°. *DEIRIR*, *a* *Tomáir*,
SO *utéróir* *amach*, *7rl*.
SO *rcaitir*, *7rl*.
SO *n-íir*, *7rl*.
SO *mbailigir*, *7rl*.
SO *utagair*, *7rl*.

3°. *Cao deirim*, *a* *Tomáir*?
DEIRIM *SO* *utéríom*, *7rl*.
SO *rcaitím*, *7rl*.
SO *n-íim*, *7rl*.
SO *mbailigim*, *7rl*.
SO *utagaim*, *7rl*.

So—*DEIRIMÍD-ne*, *DEIR* *SIÚ-se*, *DEIRID* *SIAD* *SAN*.

In some places these forms are used both as direct and enclitic. In other places the enclitic forms are: *abraisim*, *abraisir*, etc.

LESSON LXXVII

(The Verb *deirim*, *Past Tense*)

1°. *Duibáir* *Tomár* *inúé* *SO* *raib* *pé* *amuis* *fé'n* *rpreir* *atru*
inúé,
SUR *rcait* *pé* *poinnt* *uhall*,
SUR *it* *pé* *curó* *díob*,
SUR *bailig* *pé* *an* *curó* *eile* *díob*
irteac *i* *gceiréan*,
SO *utáinis* *pé* *a* *baile* *airip*.

2°. Cáo DUÛBRAÍIS, a Tómar ?

DUÛART SO rabar, 7rl.

SUR rtaítear, 7rl.

SUR itear, 7rl

SUR bailítear, 7rl.

SO tótádas, 7rl.

3°. Caitlín 7 mipe—"A Tómar tóá mbeaó 'fíor ašainn so rabar aš toul amac mteó to rašmír in-aonfeacé leat."

DUÛRAMAIR leat, a Tómar, tóá mbeaó fíor ašainn so rabar aš toul amac mteó SO rašmír in-aonfeacé leat.

Cáo DUÛRAMAIR leat ?

DUÛRABAIR liom, tóá mbeaó 'fíor ašainn so rabar aš toul amac mteó, SO rašató ríó in-aonfeacé liom.

4°. Caitlín 7 lil—"Tóá mbeaó fíor ašainn nā beaó 'Dómnall ar rcoit mtoiu ní tíoefaimír-ne ac éóm beaš."

DUÛRADAR ran (Caitlín 7 lil) tóá mbeaó 'fíor acu nā beaó 'Dómnall ar rcoit mtoiu, nā tíoefatóir féin ac éóm beaš.

Negative—Ní duðart, ná duðart, etc.

Interrogative—An nðuðart, ná duðart, etc.

LESSON LXXVIII

(The Verb *deirim*, Future Tense)

1°. Má tatarann Tómar irteacé mtoiu—

DÉARFAIÚ SÉ SO rašató ré amac fé'n rpeír i mbáirteac, 7

nā tíoefató ré irteac so tóí an tmaéhnóna.

ní DÉARFAIÚ SÉ a tuille.

2°. DÉARFAD-ra SO rašató amac na tšannra, 7

nā tíoefató irteac so ceann ríce neomac nó mar rín.

3°. DEARFADH-SE, a bhríghín—

SUR breas an lá é, búrdeas ar le Dia, agus

SUR mór an truaas san dul amach, 7

nár mórse dúinn é.

1a. Tomás—“Ragad amach fé'n rpreir imbáiread 7 ní tiocfad irthead go dtí an tráchnóna.”

2a. (Teacher)—“Ragad amach n-a teannta, 7 ní tiocfad irthead go ceann fíde neomac nó mar rin.”

3a. bhríghín—“I breas an lá é, búrdeas ar le Dia, 7 ba mór an truaas san dul amach, 7 níor mórse d'aoib é.”

4°. DEARFADH-SE go léir go bfuil an ceart as bhríghín.
 (“Tá an ceart asat, a bhríghín.”)

5°. DEARFADH SIB-SE SUR maít an rceal é rin. (“I maít an rceal é rin.”)

6°. DEARFADH ríad ran é leir. Cad dearfadh ríad?
 DEARFADH ríad SUR maít an rceal é.

Exercise LIII

Saoilinn do cup ar an mbéarla ro:—

1°. Séan says that Tomás is a good boy.

2°. Do you tell me that this is the 31st of October?

3°. Didn't we tell you not to go out to-day, or that you would be seen if you did?

4°. When a man says that he is a fool don't believe him.

5°. When you see him you will say that he has more riches than sense.

6°. I will say this much—that Irish is a far sweeter language than English.

7°. You say it is Irish, but I say it is not.

8°. Domhnall says that this exercise is far too long.

9°. Brigid said it was a fine day, and that it would be a great pity to remain indoors.

10°. Tell Lil to come in and open her book and read her lesson.

LESSON LXXIX

(The Verb deirim—Conditional)

- 1°. Dá mbeinn ann m'óe DÉARFADHINN sup deasgaró Tomár
i n-áirde ar an tsianu uball.
ní DÉARFADHINN sup é Tós é.
- 2°. An nDÉARFÁ-SÁ, a Tomár, sup deasgar i n-áirde?
Déarfaimn.
An nDéarfaimn-re sup é Tós a bí ann? ní DÉARFÁ.
- 3°. DÉARFADÚ Tós sup tura a bí ann.
ní DÉARFADÚ ré sup é féin a bí ann
ní Déarfadú ré ac an ceart.
- 4°. DÉARFADHÍS go léir go bpeacamaid Tomár m'óe.
- 5°. Cao DÉARFADÚ SIB-SE, a lú 7 a Cárclín? Déarfaimir
go bfuil an ceart agat.
- 6°. Tomár 7 Tós—Ir é an puo céatna a DÉARFADHÍS SIN

LESSON LXXX

(The Verb deirim—Imperf. Indic. and Past Subj.)

- 1°. Ir m'ic a DEIREADÚ Tomár anuipró go raḡad ré amac
fé'n rpéir.
- 2°. DEIRINN-SE an puo céatna.
- 3°. Cao DEIRTEÁ-SÁ, a Cárclín? ní DEIRINN p'ic.
- 4°. DEIRIHÍS go léir sup m'ait linn dul amac na teannta.
- 5°. Dá nDEIREADÚ SIB-SE go raḡad r'ib amac do bead
Tomár rápta.
- 6°. Nuair a DEIRIHÍS-SIN é do bíod ré rápta, leir.

Note.—Pupils should be taught to form the Imperative Mood by adding the usual endings to abair (2nd sing.). See Lessons LIX—LXII.

Exercise LIV

ḡaolunn do éur ar an mDáiríá ro :—

- 1°. He used to say that he would like to go to school every day if he knew Irish.

3°. *Tomáir 7 mairé—Deimíó amuis fé'n rpeir imbáiread, 7
cífimíó a céile.*

ní fceicfimid tads, mar ná beró pé ann le fceicint.

An bfeicfimid a céile, a Tomáir? cífiam (cífimíó).

An bfeicfimid tura a caitlín? cífíó (rív).

A caitlín 7 a lú, an bfeicfíó rív-re rinn? cífiam.

An bfeicfimid-ne rív-re? cífíó (rív).

An bfeicfimid tads? ní fceicfíó (rív).

Proverb—"cífiam a bfeicfiam."

Exercise L

Saoluinn do cur ar an mbéarla ro:—

1°. I see him every day in the week, when (nuair) I come into school.

2°. I saw Dan Sullivan yesterday coming home from the (ó'n) fair

3°. I'm glad to see you so well. Shall I see you to-morrow in the city?

4°. We shall see each other when I come home next Sunday.

5°. I never saw such a person (a leitéir de dume).

6°. Did you ever see such (a leitéir de) a lovely sunny day?

7°. I speak Irish to them whenever I see them.

8°. Never again (ní . . . go deo airéir) will you (pl.) see me in this place alive (beo).

9°. They see each other every day in the week, don't they?

10°. I saw a man going into the house the day before yesterday, but I saw no woman.

LESSON LXXIII

(The Verb cīm—Imperf. Indic. and Past Subj.)

1° Do binn amuis fé'n rpeir go minic anuiré, asur—

Do cīnn Tomáir 7 é as tuit i n-airé ar an gcraon uall.

ní fceicim tads, mar ná bíod pé ann le fceicint.

Da bfeicim (past Subj.) é do raḡann i n-aonfeact leir.

- 2°. Δ Tomáir, ir minic
 DO CÍTEÁ anuiprò mé, 7 tu aS rtaçað na n-uðall.
 ní feicteá Taðs, mar ní bíod ré ann CUISE (*i.e.* le
 feircint)
 DÁ bfeicteá é do maçfá i n-donfeact leir.
- 3°. DO bíod Tomár amuis fé'n rpeir so minic anuiprò, 7
 DO CÍOD ré mire
 ní feiceað ré Taðs.
 DÁ bfeiceað SÉ é do maçað ré na teannta.
- 4°. Tomár 7 mire, do bímir aS rtaçað uðall so minic, 7
 DO CÍMÍS Δ céile.
 ní feicimís Taðs ;
 DÁ bfeicimís é do maçmír na teannta.
- 5°. Δ Tomáir 7 Δ Caiclin, ir minic Δ bíod ríð amuis fé'n
 rpeir, 7
 DO CÍOD SÍB Δ céile.
 ní feiceað SÍB Taðs,
 DÁ bfeiceað ríð é do maçað ríð in donfeact
 leir.
- 6°. Tomár 7 Caiclin—
 DO bíoir amuis fé'n rpeir so minic, 7
 DO CÍOÍS Δ céile,
 ní feicíois Taðs,
 DÁ bfeicíois é, do maçoir Δ baile in donfeact
 leir.

LESSON LXXIV

(The Verb *cim*—Conditional)

- 1°. Ní maðar amuis fé'n rpeir inoé, ac dÁ mbeinn—
 DO CÍFINN Tomár 7 é aS out i n-áiríoe ar an scian
 uðall.
 ní feicfinn Taðs, DÁ mBΔ ná beað ré ann.
- 2°. Δ Tomáir—
 DO CÍFÁ inoé mé, dÁ mbeinn in donfeact leat—ac
 ní maðar.
 ní feic Á Taðs, DÁ mBΔ na beað , é ann.

3°. Δ τὰρῶς—

DO ĆÍPEADÓ Tomár inóe tu dá mbeiceá na teannta—
 ac ní maíair.

ní feicfeadó ré tu anoir **DÁ NDÚNAÓ SÉ** a rúile.

4°. Tomár 7 mipe—

DO ĆÍFIMÍS a céile **DÁ BPEÁCAIMÍS** ar a céile.

(Nílímíó as féacaint ar a céile. Ir
 amlaíó atáimpe as féacaint ar an
 scláiríó, 7 Tomár as féacaint
 ar an nboíar)

ní feicfimís a céile **DÁ NDÚNAIMÍS** ar rúile

5°. Δ Tomár 7 a Ćaitlín—

DO ĆÍPEADÓ SIB a céile dá bpeacáó rib ar a céile;

ní feicfeadó SIB doinníó dá ndúnáó rib buí rúile.

6°. Δ τὰρῶς—

DO ĆÍFIDÍS rin (Tomár 7 Ćaitlín) a céile dá mbeoír
 as féacaint ar a céile,

ní feicfidís píoac dá ndúnáíóir a rúile.

Exercise LI

Σcolumn do cup ar an mbéarla ro :—

1°. If you (pl.) would look at the blackboard you would see what I am writing.

2°. If you saw it you would understand it.

3°. If we had seen each other yesterday we should see each other to-day also.

4°. I used to see Tomár and τὰρῶς at school last year, but they usen't to see me.

5°. That's the man I used to see going into yonder house every day last year.

6°. You saw me yesterday, and I saw you the day before.

7°. If we had seen each other last week we shouldn't have recognised (αἰτνίξim) each other.

8°. If you looked at him you would see him, and if you saw him you would recognise him.

9°. Whenever I saw you last year I recognised you.

10°. If I hadn't (dá mba ná) recognised you I wouldn't have spoken to you, and if I hadn't spoken to you I shouldn't

have seen that you had lost a tooth (σο παύβ πιααλ ι η-εαρναη ορη).

LESSON LXXV

(The Verb *cím*—Autonomous Forms)

- 1°. *ĆÍTEAR* *Tomár* *ḡac* *lá* *nuair* *téròeann* *ré* *as* *ptačatò* *na* *n-uðall*.
ní *peictèar* *ṭaòḡ*—*ní* *bíonn* *ré* *ann* *le* *peircint*.
 2° *DO* *COMMACTAS* *inóé* *é* *ḡ* *é* *as* *toul* *i* *n-áiròe* *ar* *an* *ḡcraann* *uðall*.
ní *peacactas* *ṭaòḡ*, *mar* *ní* *paub* *ré* *ann* *éurce*.
 3° *DO* *ĆÍTÍ* *Tomár* *ḡo* *minic* *anuirò*, *ac*
ní *peictí* *ṭaòḡ*. *Ṭá* *bpeictí*, *do* *paḡfí* *a* *báile* *in* *don* *peact* *leir*.
 4°. *ĆÍFAR* *imbáiréac* *tu*, *a* *Ṭomáir*, *má* *téròeann* *tu* *amaé*
ní *peicfar* *tu* *má* *fanann* *tu* *irciḡ*.
 5°. *Ṭá* *ṭtéròtèá* *amaé* *inóiu* *DO* *ĆÍFÍ* *tu*.
Ṭá *bpančá* *irciḡ* *ní* *peicfí* *tu* *in* *don* *éor*.

Note.—The present Imper. is the same as the pres. Indic., and the pres. Subj. is the same as the pres. Indic. (*dependent*).

Exercise LII

- 1°. Someone was seen going into that house yesterday, and no one was seen coming out.
 2°. If you go out at all to-day you will be seen; if you remain inside you won't be seen.
 3°. Let it not be seen that ye are afraid (*eaḡla* *a* *bèit* *opaub*).
 4°. He used to be seen coming to school every day, but not going home.
 5°. If people saw (past Subj. Auton.) what we are doing they wouldn't be over-pleased (*ṛó-ṛáṛta*).

LESSON LXXVI

(The Verb *deirim* (Pres. Indic.) and *Oratio Obliqua*)

- 1°. *Tomáir*—"Téiríom amad fé'n rpreir gac lá, rcaicim poimnt uball, icim cuio díob, bailigim an cuio eile díob ircead i gceiréan, 7 tagaim a baile aipir."

DEIR *Tomáir* *SO* *utérdeann* *ré* *amad* *fé'n* *rpreir* *gac* *lá*,
SO *rcaicéann* *ré* *poimnt* *uball*,
SO *n-icéann* *ré* *cuio* *díob*,
SO *mbailigéann* *ré* *an* *cuio* *eile* *díob* *ircead*
i *gceiréan*, *7*
SO *utagann* *ré* *a* *baile* *aipir*.

- 2°. *DEIRIR*, *a* *Tomáir*,
SO *utéróir* *amad*, *7rl.*
SO *rcaicir*, *7rl.*
SO *n-icir*, *7rl.*
SO *mbailigir*, *7rl.*
SO *utagair*, *7rl.*

- 3°. *Caó deirur*, *a* *Tomáir*?
DEIRIM *SO* *utéróim*, *7rl.*
SO *rcaicim*, *7rl.*
SO *n-icim*, *7rl.*
SO *mbailigim*, *7rl.*
SO *utagaim*, *7rl.*

So—*DEIRIMÍO-ne*, *DEIR* *siú-se*, *DEIRIO* *siáó* *sail*.

In some places these forms are used both as direct and enclitic. In other places the enclitic forms are: *abpaim*, *abpair*, etc.

LESSON LXXVII

(The Verb *deirim*, *Past Tense*)

- 1°. *Duibáirt* *Tomáir* *inóé* *SO* *raib* *ré* *amuis* *fé'n* *rpreir* *acpú* *inóé*,
SUR *rcaic* *ré* *poimnt* *uball*,
SUR *ic* *ré* *cuio* *díob*,
SUR *bailig* *ré* *an* *cuio* *eile* *díob*
ircead *i* *gceiréan*,
SO *utáinig* *ré* *a* *baile* *aipir*.

2°. **CAO DUÐRAÍIS, a Tomás?**

DUÐART **SO** **raðar, 7rl.**

SUR **rtaiðear, 7rl.**

SUR **itear, 7rl.**

SUR **ðailiðear, 7rl.**

SO **ótánað, 7rl.**

3°. **CAITLÍN 7 mipe—**“**A Tomás** **ðá mbeað** **’fior** **asainn** **so** **raðar** **as** **ðul** **amað** **inðé** **ðo** **raðmír** **m-donfeadt** **leat.**”

DUÐRAMAIR **leat,** **a Tomás,** **ðá mbeað** **fior** **asainn** **so** **raðar** **as** **ðul** **amað** **inðé** **SO** **raðmír** **m-donfeadt** **leat.**

CAO DUÐRAMAIR **leat?**

DUÐRAÐAIR **liom,** **ðá mbeað** **’fior** **asain** **so** **raðar** **as** **ðul** **amað** **inðé,** **SO** **raðað** **rið** **m-donfeadt** **liom.**

4°. **CAITLÍN 7 LIL—**“**ðá mbeað** **fior** **asainn** **llá** **beað** **ðómnall** **ar** **reolt** **inðu** **ní** **tiocfaimír-ne** **ac** **éom** **beað.**”

DUÐRADAR **ran** (**CAITLÍN 7 LIL**) **ðá mbeað** **’fior** **acu** **llá** **beað** **ðómnall** **ar** **reolt** **inðu,** **llá** **tiocfaroir** **féim** **ac** **éom** **beað.**

Negative—**lí** **ðubart,** **ná** **ðubart,** etc.

Interrogative—**an** **ðubart,** **ná** **ðubart,** etc.

LESSON LXXVIII

(The Verb ðeium, Future Tense)

1°. **MÁ** **asainn** **Tomás** **irtead** **inðu—**

ðÉARFAIÐ **SÉ** **SO** **raðað** **ré** **amað** **fé’n** **rpéir** **i** **mbáiréad,** **7**

llá **tiocfao** **ré** **irtead** **so** **ði** **an** **tráðnóna.**

lí **ðÉARFAIÐ** **SÉ** **a** **tuille.**

2°. **ðÉARFAIÐ-7a** **SO** **raðað** **amað** **na** **ðeainta,** **7**

llá **tiocfao** **irtead** **so** **ceann** **fiðe** **neomat** **nó** **mar** **rim.**

3°. DÉARFADIR-SE, a b'pígró—

SUR b'peas an lá é, burdeasap le Dia, agus

SUR mór an truaas san toul amac, 7

nár m'poe dúinn é.

1a. Tomár—"Rasao amac pé'n ppéir imbáipeas 7 ní tiocfas irteas go dtí an tráchnóna."

2a. (Teacher)—"Rasao amac n-a teannta, 7 ní tiocfas irteas go ceann píce neomac nó mar rin."

3a. b'pígró—"I' b'peas an lá é, burdeasap le Dia, 7 ba mór an truaas san toul amac, 7 níor m'poe dáoiú é."

4°. DÉARFADIR-SE go léir go b'fuil an ceart as b'pígró.
("Tá an ceart asat, a b'pígró.")

5°. DÉARFADIR-SE SIB-SE SUR maic an péal é rin. ("I' maic an péal é rin.")

6°. DÉARFADIR-SE rias ran é leir. Cao déarfair rias?
DÉARFADIR-SE SUR maic an péal é.

Exercise LIII

Saolunn do cup ar an mbéarla ro:—

1°. Séan says that Tomár is a good boy.

2°. Do you tell me that this is the 31st of October?

3°. Didn't we tell you not to go out to-day, or that you would be seen if you did?

4°. When a man says that he is a fool don't believe him.

5°. When you see him you will say that he has more riches than sense.

6°. I will say this much—that Irish is a far sweeter language than English.

7°. You say it is Irish, but I say it is not.

8°. Domhnall says that this exercise is far too long.

9°. Brigid said it was a fine day, and that it would be a great pity to remain indoors.

10°. Tell Lil to come in and open her book and read her lesson.

LESSON LXXIX

(The Verb veirim—Conditional)

- 1°. Dá mbeimn ann inb' **DEARFADH** sup' deasgar' Tomár
i n-áirde ar an gcraobh uall.
ní **DEARFADH** sup' é Tadhg é.
- 2°. An n**DEARFÁ**-SA, a Tomás, sup' deasgar' i n-áirde?
DEARFAMH.
An n**dearfaimh**-re sup' é Tadhg a b' ann? ní **DEARFÁ**.
- 3°. **DEARFAD** Tadhg sup' tuar' a b' ann.
ní **DEARFAD** ré sup' é féin a b' ann
ní **dearfad** ré a' an ceart.
- 4°. **DEARFADH** go léir go b'eadamair Tomár inb'.
- 5°. Cao **DEARFAD** SIB-SE, a lú 7 a Caidlin? **DEARFAMH**
go b'fuil an ceart agat.
- 6°. Tomás 7 Tadhg—1r é an pu' céadna a **DEARFADH** SIB

LESSON LXXX

(The Verb veirim—Imperf. Indic. and Past Subj.)

- 1°. 1r minic a **DEIREAD** Tomás anuairt go raasad ré amad
fé'n r'éir.
- 2°. **DEIRIMH**-SE an pu' céadna.
- 3°. Cao **DEIRTEÁ**-SA, a Tomás? ní **DEIRIMH** p'oc.
- 4°. **DEIRIMH** go léir sup' inb' linn dul amad na teannta.
- 5°. Dá n**DEIREAD** SIB-SE go raasad r'ib amad do bead
Tomás rárt.
- 6°. Nuair a **DEIRIH**-SIB é do b'io' ré rárt, leir.

Note.—Pupils should be taught to form the Imperative Mood by adding the usual endings to adair (2nd sing.).
See Lessons LIX—LXII.

Exercise LIV

Scrúinn do cup ar an mbéarla ro:—

- 1°. He used to say that he would like to go to school every day if he knew Irish.

A. I°.

Uiaðanta ó fóin do póir Séamur ó Cataraig
máire ní Ûroin.

Táto ríao póirta le céile (asá céile).

Si máire ní Ûroin **bean** Séamur **uí** Cataraig.

Sé Séamur ó Cataraig **FEAR** máire ní Ûroin
LÁNAÍNA(ÍN) ír ead an beirt.

- II°. (a) Tá CEATRAR CLAINNE acu—beirt **MÁC**,
páorais ó Cataraig, 7 Seán ó Cataraig;
7 beirt **INGEAN**, Nóra ní Cataraig 7 Áine
ní Cataraig.

An mó DUINE CLAINNE atá acu? Ceatpar.

An mó mac? Beirt

(mac).

An mó ingean? Beirt

(ingean).

- (b) Tá páorais póirta as li ní
Cuirc.

Tá Seán póirta as Eiblin ní
Muiréada.

Tá Nóra póirta as Séamur de
Duitléir.

Tá Áine póirta as páorais de
Úrún.

Ceitre
LÁNAÍNA.

- III°. (a) Tá triúr clainne as páorais ó Cataraig 7 li
ní Cuirc—beirt mac—Tomár ó Cataraig 7
Liam ó Cataraig; asur don ingean amáin,
Máire ní Cataraig.

Níl doimne acu ro póirta fóir, ac **LIAM**.

Níl de clainn aise rin fóir ac don mac amáin;
peadar ír ainm do'n mac ran.

- (b) Tá ceatpar clainne as Seán ó Cataraig 7 Eiblin
ní Muiréada—don mac amáin, Tadís ó
Cataraig; asur triúr ingean—Caitlín ní
Cataraig—7 Nóra 7 Úrígíro. Níor póir
doimne acu fóir ac Úrígíro; tá don mac
amáin aice—Próinnriar ó Dálais

- (c) Níl de clainn as Nóra ní Cataraig 7 Séamur de
Duitléir ac don mac amáin, Úrian de
Duitléir.

INTRODUCTION TO

(d) Tá beirt clainne as Áine ní Cataraig 7 pádrais
de bhrún—don mac amháin—pádrais de
bhrún; asur don inísean amháin—maighréad
de bhrún.

B. I°. Séamur ó Cataraig ir aṭṭair an ceathair úo—
pádrais ó Cataraig 7 Seán ó Cataraig 7
Nóra ní Cataraig 7 Áine ní Cataraig.

Si Máire ní bhrón a máṭair.

II°. SEAN-aṭṭair ir easó Séamur ó Cataraig do
Tomár, 7 Máire 7 Liam 7 Tadhg 7 Caitlín 7
Neill 7 bhríto (de muinntir Cataraig iad ro
go léir); 7 do bhrón de bhrítoir; 7 do
muir de bhrún 7 do maighréad.

III°. Máire ní bhrón a SEAN-máṭair rin go léir
CLANN na beirte DRIOṬAR Tomár 7
Tadhg (Máire 7 Caitlín, nó Tomár 7 Neill,
nó Máire 7 bhríto).

CLANN na beirte DEIRBṢÉAR bhrón de
bhrítoir 7 muir de bhrún (nó bhrón 7
maighréad).

COL CEṬAR do Tomár Tadhg (nó Caitlín, nó
Neill, nó bhríto, nó bhrón, nó muir, nó
maighréad).

COL SEISEAR do pṑeasair ó Cataraig pṑóinn-
riar ó Dálaig.

C. DRIOṬÁIREACÁ dā céile (7 d'eiblín 7 do
Nóra) iread pádrais ó Cataraig 7 Seán
ó Cataraig.

DEIRBṢÉARACÁ dā céile (7 do pádrais 7
do Seán) ir easó Nóra 7 Áine.

D. Ar an gceathairclainne úo Séamur uí Cataraig—
ir é pádrais ir SIME.

ir rine Seán ná Nóra

ir rine Nóra ná Áine.

Áine an té ir ÓISE acu.

E. I°. MAC MIC do Séamur ó Cataraig ir easó Tomár
(nó Liam, nó Tadhg).

inísean MIC do iread Máire ní Cataraig.

MAC inísean do ir easó bhrón de bhrítoir (nó
muir de bhrún).

- 2°. *mísean míme* dó ír eadó *maísréad* de *bprún*.
uicail do *tomár* (nó *máire* nó *liam*) ír eadó
Seán {
nó *bprían* nó *muirir*
nó *maísréad* }
- 3°. *mac orioctár ačar* do *tomár* *taos*.
mísean orioctár ačar do *caitlín* (nó
neill nó *bpríro*).
mac deirbhséar ačar do *bprían* de *buit-
léir* (nó *muirir* de *bprún*).
mísean deirbhséar ačar do *maísréad* de
bprún.
- 4°. *Tá* *saol* *acu* *ran* *so* *léir* *le* *céile*. *Saolta* ír
eadó *iad*.

Exercise LXXXV

Saolunn do *cup* ar an *mBéarla* ro:—

- 1°. Do you know who was Mrs. James Casey? Yes
Her name was Mary Byrne.
2°. How many children have they? Four, two boys and
two girls, and all of them married.
3°. Do you know their grand-children? Yes, there are
ten (*deicnuáir*) of them.
4°. I saw my Aunt and Uncle coming into school yesterday
5°. Margaret Brown is a first cousin of Patrick Casey.

Exercise LXXXVI

Saolunn do *cup* ar an *mBéarla* ro:—

- 1°. Patrick is James Casey's eldest son, and Annie his
youngest daughter.
2°. Is Tim Casey older than Frank Daly? Yes, he is his
uncle.
3°. Who is Frank's Mother. Brigid Casey was her name.
She is a sister of Tim's, and she married a man called Richard
Daly.

4°. She had two sisters, hadn't she? Yes, Kathleen and Nelly. They are Frank's aunts.

5°. Is Annie Casey married yet? Yes, ten years ago she married a man called Patrick Brown, and they have two children, Maurice and Margaret

Exercise LXXXVII

Ḡaolunn do cup ar an mBéarla ro :—

1°. I haven't seen Lily Quirke since she got married. Have you?

2°. Yes, I met her a fortnight ago in the city. I'm told she has three children, two boys and a girl.

3°. Are any of them married yet?

4°. Yes; the youngest boy William married Thomasina O'Brien, and they have one son, Peter

5°. I see. Peter must be a second cousin of Frank Daly. Frank's mother, Brigid Casey, was a first cousin of William.

Exercise LXXXVIII

Ḡaolunn do cup ar an mBéarla ro :—

1°. Do you think are you and Thomas Casey related?

2°. Yes. I was told that my father was a cousin of his mother.

3°. How many brothers have you? I have only one, but I have five sisters.

4°. James Casey says he thinks he will see all his grandchildren married.

5°. He must be an old man now. Yes! he is seventy-eight years of age.

LESSON XCVII

(Fíor, aithe, eol ar (eol); aithegim)

1°. an bfuil 'fíios aḡaṡ cía h-é mife?

tá 'fíios aḡam cá faib' Tomár iné.

ní fíios dúinn cas a tíoḡaró ar.

"Ḡaeóeal mife, 7 ní h-eol dúim ḡur náir dom é."

2°. TÁ AITHE MHAIT ASAM-PA OITE-PA, 7 ASAT-PA OIM-PA.

TÁ AITHE ASAMM AR A CÉILE.

TÁ AITHE MAIT ASAM AR COMÁR, AC MAR IM FÉIN, NUAIR A
CONNAC MÓE É MÍOR AITHEAS É.

“ AITHEASAM NA COIN CHOICEANN A CÉILE,
AITHEASAM AN DIABAL A DUINE FÉINIS,
AITHEASAM CIARÓS CIARÓS EILE
AITHEASAM FÍOR-FEAR FEAR NA FEILLE.”

3°. NIL DON EOLAS CEART ASAM AR AN NŠAOLUINN FÓR, AC BERÓ
LE CONGNAM DÓE.

AN BPUIL EOLAS NA RIŠE ASAT ?

CÓM FADA IR A TÉRDEANN M'EOLAS.

RÉALT EOLAIS IR EAD É DO LUÉT FOŠLUMA NA ŠAOLUINNE.

Exercise LXXXIX

ŠAOLUINN DO CUP AR AN MBÉARLA RO :—

1°. You and I are relatives, so we ought to know each other well.

2°. There's no knowing when your mother will come.

3°. I saw her yesterday in your uncle's house, but didn't recognise her.

4°. I shall not be satisfied until I know Irish well.

5°. I don't think I know the way as far as Dublin.

LESSON XCVIII

(Uses of the Preposition AR)

1°. We have already seen its use in the radical meaning of
on, upon—AR AN MBÓRTO ; AR AN ÚRLÁR ; AR AN
MBÓCAR ; AR TORAC ; AR DEIRNE

From this meaning flow, more or less immediately, all its
other meanings.

2°. Of time—AR DTÚIR, AR AN NEOMAT, AR BALL, AR TEACCT
IRTEAC DOM.

3°. Of the part affected—DO RUŠ RÉ AR CLUAIS OIRM, AR LÁIMH,
AR COIR, AR RŠÓRNAIS.

- 4°. In respect of—*Do éinn pí ar mháid a cóm-aimríre AR Áilneac̃ 7 AR b̃reag̃ac̃.*
- 5°. Modal—to denote state or condition—*Ar feab̃ar, ar r̃og̃nam̃, ar buile, ar meir̃ge, ar crõac̃, ar reac̃r̃án, ar eas̃la.*
- 6°. Of measurement—*Ar f̃ar̃, ar leic̃eas̃, ar t̃oim̃ne, ar doir̃e.*
- 7°. To denote the *passive*, with verbal nouns (*cf.* 5°)—*Ar lab̃air̃e, ar f̃ag̃áil.*
- 8°. Dependent upon—*Ar beas̃án f̃ag̃áit̃air̃, ar leac̃-r̃úil.*
- 9°. Of price—*Ar f̃ice p̃únt̃; ar p̃ing̃inn.*
- 10°. Of the feelings, burdens, etc.—*Tá ac̃ar, eas̃la, cãt̃ú, b̃r̃ón or̃m.*
Cao tá or̃t? B̃í ré oe é̃r̃ann or̃m . . .

Exercise XC

S̃aol̃unn do éur ar an m̃béar̃la ro:—

1°. Don't begin to learn your lessons yet; go out into the air first, and pluck yourselves some apples.

2°. Yes, and I shall come in presently. On coming in I shall do my best to learn a lot of Irish.

3°. When I was out with *Tomár* yesterday his dog caught me by the hand, and hurt me very much.

4°. *Tomár* is the best boy in the school at reading Irish; he's not so good at speaking it.

5°. I am somewhat indisposed (*ñil̃im ar r̃og̃nam̃ ar f̃ar̃*) since yesterday evening. I won't go out to-day for fear I might get cold.

Exercise XCI

S̃aol̃unn do éur ar an m̃béar̃la ro:—

1°. This room is eighteen feet (*tr̃oĩg̃te*) long, by (*as̃ur̃*) fifteen feet wide.

2°. It is five feet longer than the next room.

3°. Did you see that poor man yesterday? He had only one eye and one hand.

4°. Ten years ago you could get a fairly good horse for twenty pounds.

LESSON XCIX

(Uses of the Preposition ar)

1°. Local direction—*Ar ro go Saitiun*; *do éog ré ar an mborca é. Níl don out ar astat.*

Closely connected with this are its other meanings:—

2°. Modal—*Ar easaí* (disorderly), *ar ionaó* (dislocated), *ar a céite* (asunder), *ar reitib* (evicted).

3°. Temporal—*Ar ro amac*; *ar ran amac.*

4°. Cause or origin:—

A reirís a óem ré é.

Ná bí as maorólaí ar do mairtear.

Proverb—" *Ar an obair a fagtar an t-eolair.*"

Cao ar tuit? = Where are you from?

5°. *Do glaoóar ar a ainm aís* = I called him *by his own* name.

Níor glaoóar ar a ainm é = I didn't call him *by a* nickname.

Exercise XCII

Saoluinn do cup ar an mbéarla ro :—

1°. You had better yield (*gentle*) now—you cannot escape.

2°. He put his hand in his pocket and took out his pencil and his knife.

3°. Do you see that poor man over there? His clothes are all torn asunder.

4°. I am determined not to speak any English from this out.

5°. I wonder why you stopped learning Irish. I think it must have been out of anger you did it.

Exercise XCIII

Saoluinn do cup ar an mbéarla ro :—

1°. I have no esteem for the person who is always boasting of his goodness.

2°. Learning is attained by working.

3°. What is your name, and where are you from?

4°. When I saw *Seán* yesterday he asked me what was my name and where I was from.

5°. He denies having called you by a nickname.

LESSON C

(Uses of the Preposition cum)

- 1° Local direction—Cum an tobair; cum na h-Éigipte.
 2° Temporal—Cum na bealtaine; cum go dtiocfaid tu
 ná labair cum go labairtar leat.
 3° The end or purpose; the result—ní féaca é mar ní raib
 ré ann éiríse.

“A Ainigil óil, do cuir Dia i n-áice liom,
 Treoiriúg feartha mé, coiméad ó péacad mé,
 Deir ruar m’ anam boct raon go flaitir leat,
 Ó’r éiríse ceapad tré spárta’ an átar tu.”

Tá an Solumm as dul cum deire ra ceannatar ro
 Tá ré as dul cum cinn go maic anoir
 Raigad ré cum críce duit luac nó mall.

Exercise XCIV

Solumm do cuir an an mDearta ro:—

- 1°. My uncle is over in America, but my mother says he'll
 come back to Ireland some day.
 2°. My little sister will be thirteen years of age next May
 3. I won't read my lesson until you come in.
 4°. Tomár didn't see Tadhg that day because he wasn't
 there to be seen.
 5°. I'm afraid Irish is not at all going ahead in this district.
 6°. Don't you know very well it was for that purpose he
 came?
 7°. I know it will turn out to your advantage to be learning
 Irish.
 8°. The object of his visit was to see how many people
 were here.
 9°. Come over here to me and read your lesson.
 10°. It's a good thing not to speak until you are spoken to

LESSON CI

(Uses of the Preposition do)

- 1°. Motion towards—Do'n tobair; do'n tír rin.
 2°. Purpose—O'féadaint—to see (but féadaint is now used

A. I°.

Ḃliadanta ó foin do póir Séamur ó Cataraig
Máire ní Ḃfoim.

Táirío ríad póirta le céile (asá céile).

Sí Máire ní Ḃfoim **bean** Seamuir **uí** Cataraig.

Sé Séamur ó Cataraig **FEAR** Máire ní Ḃfoim
LÁNAḂḂA(ḂḂ) ir ead an beirt.

- II°. (a) Tá CEATRAR CLAINNE acu—beirt ḂAC,
páiríais ó Cataraig, Ḃ Seán ó Cataraig;
Ḃ beirt INGEAN, Nóra ní Cataraig Ḃ Áine
ní Cataraig.

An mó DUINE CLAINNE atá acu? Ceatrar.

An mó mac? Beirt

(Ḃac).

An mó ingean? Beirt

(ingean).

- | | |
|---------------------------------|----------------------|
| (b) Tá páiríais póirta as lú ní | } CEITRE
LÁNAḂḂA. |
| Ḃuiric. | |
| Tá Seán póirta as Eiblín ní | |
| Ḃuiricáda. | |
| Tá Nóra póirta as Séamur de | } |
| Ḃuitléir. | |
| Tá Áine póirta as páiríais de | } |
| Ḃrún. | |

- III°. (a) Tá triúr clainne as páiríais ó Cataraig Ḃ lú
ní Ḃuiric—beirt Ḃac—Tomár ó Cataraig Ḃ
Liam ó Cataraig; asur don ingean amáin,
Máire ní Cataraig.

Níl doimne acu ro póirta fór, ac **LIAM**.

Níl de clainn aige rin fór ac don Ḃac amáin;

Peadar ir ainm do'n Ḃac ran.

- (b) Tá ceatrar clainne as Seán ó Cataraig Ḃ Eiblín
ní Ḃuiricáda—don Ḃac amáin, Taos ó
Cataraig; asur triúr ingean—Caitlín ní
Cataraig—Ḃ Nóra Ḃ Ḃrígíro. Níor póir
doimne acu fór ac Ḃrígíro; tá don Ḃac
amáin aici—Próinnriar ó Dálaig

- (c) Níl de clainn as Nóra ní Cataraig Ḃ Séamur de
Ḃuitléir ac don Ḃac amáin, Ḃrian de
Ḃuitléir.

- 2°. *mísean míne* dó ír ead *maíseáto* de *brúin*.
uicéal do *tomár* (nó *máire* nó *liam*) ír ead
Seán { *nó bríán* nó *muir* }
nó maíseáto
ainne do *clann pádraig* 7 do *clann Seán*
 ír ead *líora* (nó *áine*).
- 3°. *mac oriocháir áchar* do *tomár tadh*.
mísean oriocháir áchar do *caitlín* (nó
heili nó *bríghid*).
mac deirbhéar áchar do *bríán* de *buit-
 léir* (nó *muir* de *brúin*).
mísean deirbhéar áchar do *maíseáto* de
brúin.
- 4°. *tá saol acu san go léir le céile*. *Saolta* ír
 ead *iad*.

Exercise LXXXV

Saolann do cup ar an mbéarla go :-

1°. Do you know who was Mrs. James Casey? Yes
 Her name was Mary Byrne.

2°. How many children have they? Four, two boys and
 two girls, and all of them married.

3°. Do you know their grand-children? Yes, there are
 ten (*deichniúr*) of them.

4°. I saw my Aunt and Uncle coming into school yesterday

5°. Margaret Brown is a first cousin of Patrick Casey.

Exercise LXXXVI

Saolann do cup ar an mbéarla go :-

1°. Patrick is James Casey's eldest son, and Annie his
 youngest daughter.

2°. Is Tim Casey older than Frank Daly? Yes, he is his
 uncle.

3°. Who is Frank's Mother. Brigid Casey was her name.
 She is a sister of Tim's, and she married a man called Richard
 Daly.

4°. She had two sisters, hadn't she? Yes, Kathleen and Nelly. They are Frank's aunts.

5°. Is Annie Casey married yet? Yes, ten years ago she married a man called Patrick Brown, and they have two children, Maurice and Margaret

Exercise LXXXVII

Ḥaolunn do cup ar an mBéarla ro :—

1°. I haven't seen Lily Quirke since she got married. Have you?

2°. Yes, I met her a fortnight ago in the city. I'm told she has three children, two boys and a girl.

3°. Are any of them married yet?

4°. Yes; the youngest boy William married Thomasina O'Brien, and they have one son, Peter

5°. I see. Peter must be a second cousin of Frank Daly. Frank's mother, Brigid Casey, was a first cousin of William.

Exercise LXXXVIII

Ḥaolunn do cup ar an mBéarla ro :—

1°. Do you think are you and Thomas Casey related?

2°. Yes. I was told that my father was a cousin of his mother.

3°. How many brothers have you? I have only one, but I have five sisters.

4°. James Casey says he thinks he will see all his grandchildren married.

5°. He must be an old man now. Yes! he is seventy-eight years of age.

LESSON XCVII

(Ḥior, aithe, eol ar (eol); aithegim)

1°. An bfuil 'Ḥios aḤaḤ cia h-é mife?

Tá 'Ḥios aḤam cá raiḤ tomár inḤé.

ní Ḥios Ḭúinn caḬ a tiocfaíḬ ar.

"ḤaeḬeal mife, ḡ ní h-eol Ḭom Ḥur náḤ tom é."

2°. *Ṭá aicne m'ait aḡam-ra oṛe-ra, 7 aḡat-ra oṛm-ra.*

Ṭá aicne aḡamn ar a céile.

Ṭá aicne m'ait aḡam ar ṭomár, ac mar rin féim, nuair a connac m'óé é níor aicniḡeas é.

*"Aicniḡeall na com cpoiceann a céile,
aicniḡeall an diabhal a buine féimḡ,
aicniḡeall ciarós ciarós eile
aicniḡeall fíor-fear fear na feille."*

3°. *Níl don eolas ceart aḡam ar an nḡaolunn fór, ac beró le congnam' Dé.*

An bfuil eolas na rúḡe aḡat?

Cóm fada ir a téirdeann m'eolas.

Réalt eolais ir ead é do luét poḡluma na ḡaolunne.

Exercise LXXXIX

ḡaolunn do cup ar an mbéarla ro :—

1°. You and I are relatives, so we ought to know each other well.

2°. There's no knowing when your mother will come.

3°. I saw her yesterday in your uncle's house, but didn't recognise her.

4°. I shall not be satisfied until I know Irish well.

5°. I don't think I know the way as far as Dublin.

LESSON XCVIII

(Uses of the Preposition ar)

1°. We have already seen its use in the radical meaning of on, upon—*ar an mbóro*; *ar an úrlár*; *ar an mbótar*; *ar toṛac*; *ar deirne*

From this meaning flow, more or less immediately, all its other meanings.

2°. Of time—*ar oṭúir*, *ar an neomac*, *ar ball*, *ar teacṭ irteac dom*.

3°. Of the part affected—*Do ruḡ ré ar éluais oṛm*, *ar láim*, *ar cóir*, *ar rḡórnaisḡ*.

- 4°. In respect of—**Do éinn rí ar mháib a cóm-aimríre **AR ÁILNEACHT 7 AR BÉADACHT.****
- 5°. Modal—to denote state or condition—**Ar fearad, ar fógnam, ar buile, ar meirge, ar crocad, ar readrán, ar easla.**
- 6°. Of measurement—**Ar fadó, ar leithead, ar doimhne, ar doiríoe.**
- 7°. To denote the *passive*, with verbal nouns (*cf.* 5°)—**Ar labairt, ar fagáil.**
- 8°. Dependent upon—**Ar beagán fagáiltair, ar leat-íúil.**
- 9°. Of price—**Ar príce púnt; ar pinninn.**
- 10°. Of the feelings, burdens, etc.—**Cá ácar, easla, caetú, bhrón oim.**
Cao cá ort? Bí pé oe éirinn oim . . .

Exercise XC

Seolaim do cup ar an mbéarla ro:—

1°. Don't begin to learn your lessons yet; go out into the air first, and pluck yourselves some apples.

2°. Yes, and I shall come in presently. On coming in I shall do my best to learn a lot of Irish.

3°. When I was out with Tomár yesterday his dog caught me by the hand, and hurt me very much.

4°. Tomár is the best boy in the school at reading Irish; he's not so good at speaking it.

5°. I am somewhat indisposed (nílim ar fógnam ar fadó) since yesterday evening. I won't go out to-day for fear I might get cold.

Exercise XCI

Seolaim do cup ar an mbéarla ro:—

1°. This room is eighteen feet (tríoghte) long, by (asur) fifteen feet wide.

2°. It is five feet longer than the next room.

3°. Did you see that poor man yesterday? He had only one eye and one hand.

4°. Ten years ago you could get a fairly good horse for twenty pounds.

LESSON XCIX

(Uses of the Preposition ar)

1°. Local direction—*Ar ro go Salluim*; *do tóg ré ar an mborca é. Níl don dul ar astat.*

Closely connected with this are its other meanings:—

2°. Modal—*Ar easaí* (disorderly), *ar ionaí* (dislocated), *ar a céile* (asunder), *ar reitib* (evicted).

3°. Temporal—*Ar ro amac*; *ar ran amac.*

4°. Cause or origin:—

A feirg a d'eir ré é.

Ná bí as maoréad ar do maitear.

Proverb—" *Ar an obair a fagtar an t-eolair.*"

Cao ar tuir? = Where are you from?

5°. *Do glaoíodar ar a ainm ari* = I called him *by his own name.*

Níor glaoíodar ar a ainm é = I didn't call him *by a nickname.*

Exercise XCII

Saolaim do cup ar an mbéarta ro :—

1°. You had better yield (*geilleadh*) now—you cannot escape.

2°. He put his hand in his pocket and took out his pencil and his knife.

3°. Do you see that poor man over there? His clothes are all torn asunder.

4°. I am determined not to speak any English from this out.

5°. I wonder why you stopped learning Irish. I think it must have been out of anger you did it.

Exercise XCIII

Saolaim do cup ar an mbéarta ro :—

1°. I have no esteem for the person who is always boasting of his goodness.

2°. Learning is attained by working.

3°. What is your name, and where are you from?

4°. When I saw Seán yesterday he asked me what was my name and where I was from.

5°. He denies having called you by a nickname.

LESSON C

(Uses of the Preposition cum)

- 1°. Local direction—Cum an tobair; cum na h-Éigipte.
 2°. Temporal—Cum na bealtaine; cum go dtiocfaid tu
 ná labair cum go labairtar leat.
 3°. The end or purpose; the result—Ní féaca é mar ní raib
 ré ann **CUISE**.

“ A Ainfil óil, do cuir Dia i n-áice liom,
 Treorúig fearda mé, coiméad ó péacad mé,
 Beir ruar m’ anam boct raor go f’laithir leat,
 G’r **CUISE** ceapad tré spáirt’ an átar tu.”

Tá an Scoluinn ag dul **cum deire** ra ceanntar ro
 Tá ré ag dul **cum cinn** go maith anois
 Raib ré **cum críche** duit lae nó mall.

Exercise XCIV

Scoluinn do cuir ar an mBéarla ro:—

- 1°. My uncle is over in America, but my mother says he’ll
 come back to Ireland some day.
 2°. My little sister will be thirteen years of age next May
 3°. I won’t read my lesson until you come in.
 4°. Tomár d dn’t see Tadhg that day because he wasn’t
 there to be seen.
 5°. I’m afraid Irish is not at all going ahead in this district.
 6°. Don’t you know very well it was for that purpose he
 came?
 7°. I know it will turn out to your advantage to be learning
 Irish.
 8°. The object of his visit was to see how many people
 were here.
 9°. Come over here to me and read your lesson.
 10°. It’s a good thing not to speak until you are spoken to

LESSON CI

(Uses of the Preposition do)

- 1°. Motion towards—Do’n tobair; do’n tír rin.
 2°. Purpose—D’féacaint—to see (but féacaint is now used

absolutely in W. Munster), especially in verbal noun phrases :—

ba mair liom an rgeal ran **do éuisziú.**

Thosa liom an obair seo **do dhéanamh** san mull.

3° To denote the agent with verbal nouns —

Ar teast a baile **dom** do éasdaí a córlaí.

Níor labair ré focal as tabairt an airtioí **ó.**

4° Possessive—Caoir ainn **duir?** Séadaí ír tairioí **do'n** **szeal.**

Mac thioctáir acair **dom** ír ead é.

5° Of the recipient—Do eus mo mácair rsiúing **dom** iné.

Exercise XCV

Saolunn do cup ar an mbealaí ro :—

1°. If you want to understand Irish you must study it

2°. If I tell you to do something (níó áiríte) will you do it ?

3°. I always eat my dinner immediately on coming in from school.

4°. They will ask you, when you go to school, what your name is.

5°. Whenever I am given some money I feel very satisfied

LESSON CII

(Uses of the Preposition **de**)

1°. Local direction—Nuair a táinig Tomár anuair **de'n éran** **de.**

Hence—

2°. Partitive—Annraí do rtaí ré roinnt eile **óib.**

Níor léigear an rgeal go léir, ac léigear **cuid** **de.**

When the noun following the partitive noun is *indefinite* the genitive is used :—

Ba mair liom blúine **aráin.**

But—Do tugad dom blúine **de'n arán** ab' fearr in éirinn.

So—D'iairré ré orim bpaon **uisge** do tabairt **ó.**

But—Do beinn rápta le bpaon **d'uisge na laoi** **óól.**

INTRODUCTION TO

3°. Origin or cause (the idea of *separation*)—

Cé'p' **úioḃ** tu ? = To what family do you belong ?

U'fan ré irtiḡ **u'eazla** so b'fuiḡeao ré rlaḡḡoan.

4°. Of the material (as distinct from the instrument) :—

Do lion ré an coicán **u'uisze**.

But—Do lion ré **le cupán** é.

Catoim a uéanfar rḡḡaric **úioz** ?

Do uéim ticíni r'linne **u'e'n aizrḡeao** ?

5°. Temporal—**Ue ló** ir **u'oiḡce**.

6°. Modal—**U'imtiḡ** ré **u'e léim** ear an b'palla.

Exercise XCVI

ḡaoluinn do cup ar an mbéarla ro :—

1°. I told him to come down from the tree, but he stayed up in it for twenty minutes.

2°. You'd better come down when you have some more of those apples plucked.

3°. I couldn't read the whole of the book yesterday, but I read a portion of it.

4°. I think this is a bit of the best bread in Ireland.

5°. He asked me for a piece of bread, but I had none to give him.

Exercise XCVII

ḡaoluinn do cup ar an mbéarla ro :—

1°. I should like a drop of water, I'm so thirsty.

2°. I should prefer a drop of the well-water to a drop of the river-water.

3°. You had better remain indoors to-day for fear you might catch cold.

4°. Will you please fill this cup with water for me ?

5°. I think Domhnall O'Sullivan will be made a priest some day.

LESSON CIII

(Uses of the Preposition *in*)

1°. Local—**Úa** a lán aipḡio aḡam irtiḡ **sa sparán** ro.

2°. Temporal—*ċáimis tomáir anuas de'n éiríann* | **zcionn** cúis neomadaí.

Ní féidir mórán oibre a déanam | **n-don uair an éluig amáin.**

3°. Modal (state or condition) :—

Téigim go dtí an tairneann **am' éuis** *gac* **Domnac** *7 lá raire.*

Tá an rgeat **sa ceart** *asat anois.*

4°. Purpose, result—*Rağaró ré* | **deairbe** *duit luac nó mall.*

Rağaró ré | **soçar** *7* | **soileas** *duit.*

5°. To express *comparative* with *out*, etc. :—

Proverb—" *as out* | **n-aois** *as out* | **n-olcas.**"

Tá an ainmín as out | **bfuairé** *ó ló go ló.*

Do éadair | **zcozuižceac** *go mór ó íoin.*

Tá ré as out | **nóánaiðeac** | *n-ağaró an lae.*

Exercise XCVIII

ğaolunn do cup ar an mbéarla go :—

1°. He puts all the money into a little box that he has.

2° I shall go there to-morrow, but I shall return at the end of a week.

3°. I don't rightly understand why you don't learn Irish.

4°. I'd rather go to Mass on foot than on horseback.

5°. This business will turn out to your advantage sooner or later.

Exercise XCIX

ğaolunn do cup ar an mbéarla go :—

1°. It's a case of "getting older getting worse" with you.

2°. If the weather gets any colder I shall have to remain indoors.

3° *Tomáir* told me I had got much stouter since he saw me last

4°. It's a great pity that he is growing bolder every day.

5°. I should like the weather to get much hotter.

LESSON CIV

*(Uses of the Preposition le)*1°. Local—*Ói a lán peictiúirí ar crocáid leis an bfalla.**Óiméig an fear boct leis an aill.*2°. Temporal—*Táim annso le fada* (le reáctimáin, le mí, le bliádam).*Táim ag foglaim na gaoilinne leis na bliádhantais.*

3°. Cause ; accompanying circumstances :—

*Do bfuirear mo cor iné, 7 do éadair i laise le neart an zinnis.**Níor éirtear leir, le h-eagla go mbuailfinn é.**Proverb—"Tasann maic le cáirde."*4°. Instrumental—*Do gearrad mo méar le scin.**Ní le peann a rsióbar an ceáct ac le peann-luaidhe.*5°. Object, result—*Tá ré ag dul le filídeáct anoir.**Tá ré ag imteáct le fuáct 7 le fán.*

6°. Passive, with transitive verbal :—

*Níl don gaoilinn le fázáil ra ceanntar ro.**Níl ploc le déanam agam anoir.*

7°. Purpose or futurity, with noun of intransitive verb :—

Tá tuille le ceáct pór.

8°. With adjectives denoting likeness (and analogically) unlikeness :—

Tá Tomár ana-óeallpáctac len' a'áir

9°. With nouns and verbs of addressing, listening, etc. :—

*"Ná labair cum go labaircár leat."**Níor b'fíú leat beic ag éirteáct leis.*10°. Ownership—*Is liomsa an leabhar fan. Mac le Tadh.*

11°. Subjectivity—"Is maic liom tae ac ní maic dom é."

Ní dóic liom go dtiocfaid ré i n-don cor.

Exercise C

Gaoilinn do cup ar an mbéarla ro :—

1°. He was hanging down the wall for a long time.

2°. I have been learning Irish for the past ten years.

3°. I had to laugh through sheer gladness when I saw him coming.

4°. Don't touch that knife for fear you might cut your finger with it.

5°. If you have a pencil you may as well write your lesson with it.

Exercise CI

ḡaolunn do cup ar an mBéarla ro :—

1°. If you've nothing to do inside you'd better go out into the air.

2°. I'm afraid there's more misfortune to come on this country yet.

3°. I never saw two people so like each other as Tomás and his father.

4°. No one would think it worth his while to be listening to English as compared with Irish.

5°. You like whisky, but I'm afraid it's not good for you.

LESSON CV

(Uses of the Preposition ó)

1°. Local separation—Tá ré timéall céad 7 trí ficid míle
ó **CORCAIG** go bl' áit' Cliait.

2°. Temporal separation—**Ó** **SOIN** : **FAD** **Ó**.

Do lean an creideamh i n-Éirinn ó
AIMSIR **PÁDRAIG** i leit.

3°. Agent (with passive)—Do n-oiriúigeadh **Ó** **UIA** é.

4°. Origin, cause, motive—Tugann ádair Tomás a lán airgid
UIA.

Ó'n **IOMAD** **DÚIL** i n-airgead ir
eas tógann clampaí 7 aig-
neap 7 ainnleap go minic.

Exercise CII

ḡaolunn do cup ar an mBéarla ro :—

1°. As you go from Cork to Dublin you'll see a great many beautiful places.

2°. Many strange things have happened in Ireland since the time of St. Patrick.

3°. If you give away a lot of money you will get a reward from God.

4°. The neglect of Irish springs largely from excessive love of English.

5°. I saw my father this time last year; I haven't seen him since.

LESSON CVI

(Uses of the Preposition fé)

1°. Local—*Üior amuis fé'n spéir inóé.*

níl don áit fé luíge na zréine níor deire ná éiríe.

2°. Temporal—*Fé maidin* (before morning).

Fé láthair (at present).

3°. Of motion towards—*Do éuaðar amac fé'n duaid inóé.*

4°. Modal—*Saozal fada fé séan 7 fé sonas tuic.*

Fé bráca an denair

5°. Partitive—*Seoðar tú a cús fé'n zcéad an do éiríe airisí*

6°. Multiplicative—*A dó fé dó, rin a ceathair.*

7°. Causal—*Cao fár' éruisíú Dia rinn?*

8°. Special—*Cuirfear fé zrád sazaire tu lá éisín.*

*'Cuirimís rinn péin féd' coimirce, a naom-
níathair Dé.'*

Exercise CIII

Saolaimn do cur an an mbéarla ro :—

1°. If we go into the open air every day we needn't fear (ní saozal dúinn) any sickness.

2°. I am learning Irish at present, and I shall continue to do so for ever so long.

3°. If you do as I tell you you'll obtain 6 per cent. on your money.

4°. I tried it (do zuzar fé) two or three times, but finally I had to give it up.

5°. I think it would be a great thing if I were ordained priest.

LESSON CVII

(Uses of the Prepositions fan, um)

fan :—

1°. Of time—**Do** éadaíar go bl'áit' cliait an lá úo 7 o'fonaíar ann **FAN NA SEACHTMAINE.**Níor rtao rí ac aš camnit **FAN NA h-AIMSIRE.**2°. Of place—**Tá** rcoilt anraí **FAN AN FALLA** ó ceann ceann an treomra.

um :—

1°. Temporal—**Tá** rúil ašam go mberó ríotcáin ašainn **um Noblaiz.**2°. Causal—**Uime sin** ír ead' do tánaš írteaó.3°. Local—**Ná** cuir do éóta móir **umaz** go ríi go mašair amaó.

Exercise CIV

Šeolaimn do eir ar an mbéarta ro :—

1°. She was learning Irish as hard as she could the whole time.

2°. There he was, walking to and fro along the floor from morning to night.

3°. By the time (um an rtaoa go . . .) Xmas comes we shall know a lot of Irish.

4°. The reason why (ír uime . . .) I came here to-night was to learn some Irish.

5°. I always put on an overcoat when I go out in winter.

LESSON CVIII

(The Relative Particles,¹ a, do, a ó')

Relative particles are either Direct or Oblique. The former are used for Nom. and Accus., the latter to express Gen. or Dat. (Ablative and Instrumental) relations.

¹ For a fuller treatment of the Irish Relatives see *Studies in Modern Irish*, Part I, pp. 88-141.

Direct Relatives :—

1°. Δ (causes aspiration ; it does *not* combine with πο in past tense) :—

Nom.—“ Ἄρ n-αῖαιρ Δ τὰ αρ nearh̄.”

“ Μαρ μαίτινῑο-ne το εἰς Δ εἰονn-
τῶγεαν n-ἄρ n-αῖαιρ.”

“ Ἀν βεαν εἰορ-νοῦταίτε ἱρ ἰ Δ βῖ ανn ”
(Σέαona, 91).

Proverb : “ ἱρ μαίης Δ βῖονn εἰορ αῖ αν
εἰαο βέαρnαιn.”

Accus.—Σῖο ε αν ῖαρῖν Δ εἰονnαc ινῶε, γ ε
αῖ ρταῖαο na n-uḃall.

ῖε ρτο Δ ὀεαρῖαο tu, vein go μαίε ε.

2°. Ὅο (causes aspiration) :—

Accus.—Proverb : “ Ἀν ρτο Ὅο εἰορeανn αν
εἰαρ ἱρ ε Δ εἰορeανn βῖαρῖc αρ αν
ῖεορῶε ”

Nom.—ἡ ῖεαc ρῖαḃ don βείρῖc Ὅοb' ῖεαρῖ na
1αο.

Ταίτηρῶ ῖε ἱεῖρ αν ιτε ὀιue Ὅο
εἰορῖῶ ε.

3°. Δ ο' (causes aspiration of initial ρ, before which, and vowels, it is mainly used) :—

Nom.—Ἀν τέ Δ Ὅ'εἰρῶγεανn go μοc βῖονn αν
ῖαῖc αρ.

Accus.—ἱρ μό ρῖεαἰ Δ Ὅ' ῖεαορῖανn 'ιnnῖnc
οιic.

4°. The Relative particle (Nom. and Accus.) is frequently understood :—

Accus.—Cαο ε αν ταίρῶε . . . ῖεαορῖαο ῖε α
ὀεανῖαḃ ?

Nom.—Sin ε . . . ιιἰἰeανn μέ.

Exercise CV

ῖαοιunν το εἰρ αρ αν ιβέαρῖα ρο :—

1°. Do you see those books that are over there on the table? Yes. Give them to me.

2°. That's the gentleman whom I saw going to the fair yesterday.

3°. There is not a language in the world finer or sweeter than Irish.

4°. The story that I heard last week didn't please me a bit.

5°. I never saw two persons who loved each other better than they (ba m6 cion ar a céile).

Exercise CVI

ḡaoluinn do cup ar an mbéarla ro :—

1°. Whoever rises early to-morrow will be the first to pluck the apples.

2°. Tomás says it was he who climbed the apple-tree yesterday.

3°. I could tell you many a story about those same apples.

4°. He asked me what good I could do him.

5°. I will give you anything at all you ask me for.

LESSON CIX

(The Oblique Relatives)

1°. Δ (causes eclipsis ; combines with ro in past tense, giving ar, which causes aspiration. In Munster it is used chiefly with put, mar (where), or a preceding preposition, and in the question : Cid'p'óio6 . . . ?) :—

Dat.—Sro é an fear **Ó'ÁR** tusaar an t-aipeao úo.
Do ruao6 ar put Δ raib' uain aise
imtea6t

fan mar Δ bfuil aao.

Gen.—(Outside Munster) :—

Sro é an fear **AR** cooail mé n-a eia apéir.

Sro í an bean Δ bfuair a fear b6r anuipio.

2°. So (causes eclipsis ; combines with ro in past tense, giving sur, which causes aspiration. It is not used preceded by a simple preposition. Sur is also used with the verb ir even outside the past tense) :—

Dat.—Do connac fear m6e **SUR6** amm do
Tom6r ó h-ao6a.

Ir mó tuine **So** mbíonn aipeao aise 7 ná
veineann pé aon caip6e ó6.

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Proverb: "An té leir SUR cumhant fásad."
 An bfuil doimne annro SURb annm do
 tadhs?

Gen.—Ir móir an trias an fear SO bfuil a bean
 na h-óirig.

Ceirt iread í rin SURb' fuirte a réir-
 tead.

Ruo ir ead é rin SO bfuilim n-a gáotar so
 móir.

- 3°. n-a (causes eclipsis; combines with -ro in past tense,
 giving n-ar, which aspirates. n-ar is also used with
 the verb ir, even outside the past tense):—

Dat.—An bfeiceann tu an garrún n-a bfuil an
 cairín donn air?

Cad é an ceannar n-arb ar tu?

Gen.—Ní bíonn don mear ar an té n-arb é a
 dia a bols.

Exercise CVII

ḡaoluinn do cur ar an mḡearla ro (Rel. a, ar):—

1°. Tomár came in before I went out.

2°. He told me to remain where I was or that it would be
 all the worse for me.

3°. This is the man to whom I gave the money I had in
 my purse yesterday.

4°. Avoid the man who gets angry without cause.

5°. It's the man to whom you give your wealth who will
 ultimately destroy your reputation.

Exercise CVIII

ḡaoluinn do cur ar an mḡearla ro (Rel. so, sup):—

1°. The man who has money is generally dissatisfied.

2°. It is a good thing to avoid the person who has two
 strings to his bow.

3°. He who has more wealth than wisdom is a dangerous
 person.

4°. Avoid the man whose reputation is lower than his riches.

5°. If I could catch the person who had a hand in this
 business I should make things hot for him.

Exercise CIX

Ḥaoluinn do cúir ar an mBéarla ro (Rel. n-*a*, n-*ar*) :—

- 1°. People usually respect those whom they fear.
- 2°. I don't know which of us knows Irish best.
- 3°. May I (ar m'íre dom . . .) ask you what district you are from ?
- 4°. Is this the man in whose house you slept last night ?
- 5°. He is a man whose father was a villain

LESSON CX

(*Negative and Compound Relatives*)

- 1°. Negative Relatives—*ná*, *ná*Ċ, and *ná*R (past tense).
Used both as Direct and Oblique. *ná* does not affect a consonant, but prefixes *n-* to a vowel ; *ná*Ċ eclipses ; *ná*R aspirates. In Munster *ná*Ċ is generally used only with the verb *ir* (outside the past tense) :—

Nom.—*An té ná h-éirigeann go moč ní bíonn an nač ar.*

Gen.—*Ir tmuas an té ná fuil a ciall ac cuibrad.*

Dat.—*Ir maius an fear ná tugann a bean do ruaimnear.*

Accus.—*Ruro náR deimr ní cóir tu beic cionntac ann.*

- 2°. Compound Relatives—*á* (causes eclipsis) ; *ar* (with past tense) causes aspiration ; used both as Direct and Oblique. But observe that *the relative element* is always either Nom. or Accus. :—

Nom.—*Níl don treo ac á bfuil d'airgead aige.*

Gen.—*Ní déanfa é tréir á bfeaca ar ruibál annro.*

Dat.—*Níl don mear aige riú ar á bfuil d'airgead aige*

Accus.—“*Číream á bfeicream.*”

Exercise CX

Ḥaoluinn do cúir ar an mBéarla ro (Neg. Rel.) :—

- 1°. The man who doesn't do his best will never succeed.

INTRODUCTION TO

- 2°. It's a pity of the man whose wife has no sense.
 3°. Don't complain to him who has no pity for your sorrow.
 4°. A man who never did his best ought never to succeed.
 5°. He for whom it were not amiss to weep had better not laugh.

Exercise CXI

ḡaolunnn do cúir ar an mbéarla ro (Compound Rel.) :—

- 1°. It's extraordinary how much money he has
 2°. You ought to learn Irish after all you see of it going on around you.
 3°. I have great esteem for all the Irish that I have.
 4°. It would be a great thing if we thoroughly understood all that we see.
 5°. All your performances earn only contempt.

LESSON CXI

(Double Relative Construction)

- 1°. Compare—(a) 1r doic liom ḡUR rḡpíobar leitir cúḡat inoé,
 and—(b) Cé 1S doic leat DO rḡpíob leitir cúḡat?
 Or—(a) meapann tu ḡO nḡeapainn maitear duit,
 and—(b) Cao é an maic A meapann tu A ḡeapainn duit?
 Or—(a) Dubart leat ḡO nḡeapainn duit é,
 and—(b) Sin é díreac an puo A dubart leat A ḡeapainn duit.

Exercise CXII

ḡaolunnn do cúir ar an mbéarla ro :—

- 1°. Who do you think climbed the apple tree yesterday?
 2°. What work do you think I ought to do now?
 3°. This is exactly the sort of thing he told me I ought to do.

- 4°. You are not at all the person I thought I should see.
 5°. If that is what you thought you would get you are greatly mistaken.
 6°. Your father says that Seán is not the sort of boy he thought would be suitable for you.
 7°. Which language do you think is the sweetest and finest of all that there are?
 8°. This is the man that, Tomás says, was plucking the apples all last Autumn.
 9°. This is exactly the sort of thing I always tell you I should like to do for you.
 10°. What did you tell me you would do when you came home?

LESSON CXII

(Relative in Compar. and Superl. Clauses)

There is no such thing, formally, in Modern Irish as a comparative or superlative adverb. Furthermore, except where the sentence *begins* with a comparative clause, there is always a relative particle, expressed or understood:—

Non-relative—"IS FEARR an máic atá ná an dá máic do bí."

- Relative—níl doinníó ann is fearr ná é.
 ní feara niam doinne ab' fearr uíom ná é.
 "Ír é is fearra dúit a d'éanamh an ceirt rin do cup cúici féin."

Frequently we have *double* Relative construction in Irish, to express the meaning of the English Comparative or Superlative adverb:—

Superlative—Ír dóic uíom sup turá is fearr a d'einneadh an obair.

Comparative—níl doinne ann is fearr a d'einneadh an obair ná turá

Exercise CXIII

ḡaoluinn do cup ar an mBéarla ro:—

- 1°. No one knows better than he how to do that.
 2°. He says that that is the work which he knows best.

- 3°. I say you did it worse to-day than you did yesterday.
 4°. The best thing you can do is to put the question to me again.
 5°. I never heard anyone talking Irish better than he does.
 6°. Nothing surprises me more than that.
 7°. Misfortune generally comes when you least expect it.
 8°. God's help is never nearer than when you think it is ar away.
 9°. He who strays farthest from God is oftentimes the first to find Him.
 10°. The smallest men are sometimes the bravest in the fight.

LESSON CXIII

(Interrogative and Relative)

The Interrogatives *cia* and *cao* are often found followed immediately by a prepositional pronoun, or a prepositional phrase (gen. or dat.), and afterwards an oblique Relative (gen. or dat.). Such constructions are usually elliptical, and cause the learner not a little trouble. *E.g.*:—

- 1°. *Cia* *ÓÓ* *Sur* *tugair* *an* *peann* *úó* ?

This is equivalent to—*Cia* *hé* *an* *duine* *Sur* *tugair* *an* *peann* *úó* *ÓÓ* ? (Dat. rel.).

- 2°. *Cao* *air* *so* *maib* *ré* *as* *tiáct* ?

This=*Cao* *é* *an* *puó* *so* *maib* *ré* *as* *tiáct* *air* ? (Dat.).

- 3°. *Cao* *na* *taob* *na* *áir* *tánaí* *i* *n-am* ?

This=*Cao* *é* *an* *puó* *na* *áir* *tánaí* *i* *n-am* *'na* *taob* ? (Gen.)

- 4°. *Cia* *ar* *a* *son* *Sur* *tugair* *uait* *an* *t-airgead* ?

This=*Cia* *hé* *an* *duine* *Sur* *tugair* *uait* *an* *t-airgead* *ar* *a* *son* ? (Gen.).

- 5°. *Ó* *riapruig* *ré* *óiom* *cia* *'R* *óio* *me* ?

This=. . . *cia* *n-ia* *an* *muinntir* *ar* *óio* *me* ? (Dat.).

- 6°. In *Cia* *leir* *é* *rim* ? we have complete omission of the Rel. clause. Expanded it would be—*Cia* *hé* *an* *duine* *Sur* *leis* *é* ? (Dat. rel.)

Exercise CXIV

ḡaolaimn do éur ar an mBéarla ro :—

- 1°. I know very well for whose sake you did all that.
- 2°. Why do you not go to school every day ?
- 3°. With what object have you come in so early ?
- 4°. I think you told me who it was he was talking about.
- 5°. I was asked to whom I would give the money.
- 6°. You will be asked who you are and whence you come.
- 7°. When did he say he would come ? To-morrow.
- 8°. What was his object in saying she was no good ?
- 9°. At what do you think he said she was no good ?
- 10°. I don't know whom to expect to-day.

LESSON CXIV

(Sgéinín)

Ir amhlao a bí meiciol aise, 7 bíodair as purde cum bíó, 7 bí bóro móir púacáí ar a ḡcómair, 7 bí báirín bainne mairmair ar aḡaró ḡac fíir amac. Do éós fear ar an tise a báirín féin, 7 an céao bolmac a bain pé ar do noct pé luc ann. Do bḡair pé ar éair, 7 éairbeáin pé an luc oi. Míor éuríim corḡuair ar bíé uiréi. Do mḡs pí ar an mbáirín 'na lámh éle. Éuaró pí anonn ḡo roirar. Éurí pí an lámh deap ra báirín. O'áirouis pí an luc ar 7 éair pí an roirar amac í, 7 annran do buail pí an báirín céadna, 7 an bainne céadna ann, or cómair a fíir. Nuair ḡ connaic pé cao a bí déanta aici o'éiríis pé ón mbóro i bfeiré, 7 o'iméis pé amac. Nuair a bí pé as ḡabáil amac, ouḡairc píre, "ḡo deimín féin," ar píre, "ir deacair doame fáram. Mí déanraó bainne 7 luc ann an ḡnó, ná bainne 7 luc ar." (Séadna, p. 57)

NOTES

1. The story should first be taught ORALLY, sentence by sentence, the more difficult words being explained in English, if necessary. A great deal of it can, of course, be explained directly, by means of gesture, illustration, etc.

II. When the whole story has been repeated orally by class several times, and the meaning clearly explained, they should read it, together, and individually, from the blackboard.

III. This will be followed by minute questioning on each sentence so as to further elucidate the meaning.

IV. The story should then be told, first by teacher, and then by pupils (all together, and then individually) in the various *tenses*. A few questions should be put in reference to each tense.

V. Next the story should be told with change of person, as far as possible, and useful.

VI. Finally the pupils should be made to write out the substance of the story in their own words.

Exercise CXV

Ḥaolunn do cup ar an mbéarla ro :—

1°. We had a squad of workers in our house yesterday, and we had to give dinner to them all.

2°. Having raised the cup and taken a mouthful out of it, he put it down again.

3°. He actually (ir amharó . . .) placed the book on the table in front of me, with the exercises still uncorrected.

4°. When I saw what they had done I departed in anger, and have never seen them since.

5°. She told him he was very hard to satisfy seeing that (ḡ a ráð ná . . .) neither of them would do him

LESSON CXV

(Sgéitín)

Nuair d'éirigh Siubán ar maidin ir í a bí go tuirfead. Nuair a ceap sí a caróir a cup ar a ceann, ir 'na póca a cup sí é. Nuair a ceap sí a bhrós a cup ar a coir, ir ra teme a cup sí í mar a cuirfead sí fód móna. Nuair a táinig sí ar a glúinib cum na bpaisteadá do ráð, do teip uiréi focal ar bit a ráð le cnuinnear, ac "Go gcuirbó Dia ar mo leas mé." Go gcuirbó Dia ir Muiré Mátair ar mo leas mé." Nuair a ceartuis ó míicil a curó bíó d'fagáil, ní raib an biað ollam

100. Nuair a cuirtear ór a cómhair é ní faib ré ac leat-beirbte. Níor leos ré doinnrò air ac an biaó do caiteam cóm mairt 7 o'féad ré é. (Séatona, p. 68.)

(Above story to be treated like the previous one. See Notes, pp. 143-144.)

Exercise CXVI

ḡaoluinn do cup ar an mBéarla ro :—

1°. When I got up this morning I put on my clothes and went out to Mass.

2°. I intended to put on my new shoes, but someone must have hidden them, as I couldn't find them.

3°. When I knelt down to say my prayers I couldn't say a word but "I wonder where those shoes are!"

4°. If at first you don't succeed, try again.

5°. When I came home breakfast was not ready, and when at last it was put on the table, the eggs were only half-boiled.

LESSON CXVI

O! am briadar, a Beis, go breaca-ra fuo mar rin as muadán alla ó'a déanam, ac má'r ead, ní beac a bí ra trnáit ac cuil, 7 do fuas an muadán alla ar éad-omom ar an ḡcuil, 7 am briadar ná faib don mairt ói beir as croctad a cor 7 as únfairt. Coimead ré a ḡneim cun go faib rí rocair go leor. Aḡur annran óa breicfá mar fill ré ra trnáit i 7 mar a fuas ré leir irteac i. (Séatona, p. 69.)

(See Notes, pp. 143-144.)

Exercise CXVII

ḡaoluinn a cup ar an mBéarla ro :—

1°. I never saw you doing a thing like that, or if I did, I don't remember it

2°. The bigger man caught the smaller one by the small of the back and tumbled him in the middle of the road.

3°. It's no use for you to be talking English now, it's time you learned Irish

4°. He told me to keep a firm grip of all the Irish I learn.

5°. If you had seen how she rolled up the box in paper and brought it into the house with her !

LESSON CXVII

Bí Conn ag teacht a baile ón rráir oíche, 7 o'ran ré ag ól : n-áit éigin, go raib formhór na h-oíche caite. Anran, nuair a bí ré ag déanamh ar an mbaile, bí eagla air go mbeaó a máthair ag pléirde leir i dtasó i coimeád an oíche go léir ar an dteinteán ag feiceam leir. 'Sé puo a d'eim ré ná a leigint air go bfeacaó ré rppuó tíor ar an mbótar leatán. Do éireo an máthair é toirg an ainm aepac a beic ar an áit. Ní raib don óomurra a tgasó irceac 'na d'iair ran go ceann abfao ná cuiread rí 'feácaint ar Conn an rgeál o'innrint. B'é cpioe an rgeál é go dtáinis oircaó ran rgeannra ar Conn poimir an rppuó úo ná feacaó ré puam, ná leigfead eagla óo an bótar leatán a gabáil tar éir na h-oíche a tuicim, dá b'fagad ré éire air. (Séadna, pp 114-115.)

(See Notes, pp. 143-144.)

Exercise CXVIII

Jaolunn do cup ar an mbéarla ro :—

1°. When I was coming home that night I stayed in Seán r house until most of the night was over.

2°. Then when I was making for home I began to be afraid of ghosts.

3°. And I suppose you kept your relatives waiting up for you all night.

4°. If anyone told me he saw a ghost there I should almost believe him ; the place is very eerie.

5°. I'm so much afraid of ghosts that I wouldn't venture out at all on a dark night.

LESSON CXVIII

Seannuine boct rimplirde doob' ead é, san peacaó. O'iarr ré an rasant a tabairt cuige, agus do tgasó. Nuair a bí a faoirim déanta aise, 7 iad á b'feic ruar cun na cpioe, bí ré ag tuicim i gceann a cor le rgeannraó. Ní féarfaó ré

riúbal ná fearaí. Annpán do labair an rásair leir 7 toubairt ré, "Ní fiú óuit a leitéro rin d'easla beir ort," ar reirean. "Ní túirge do rásair do anam le colaimn asat ar an gcroic ná beir doibneap na bplaitear asat láirneac." "An ndeirneann tu liom é," ar' an fearaíne boct. "Deirim, san ampar," ar' an rásair. "Tá íora Críort 7 Muire Mátair annró do eap as reirneac leat." Táiní neap 7 nupneac láirneac do. "Ópuitó uaim amac," ar reirean leo. Cuip ré an d'péimie ruar de san congnam, 7 do croacó é. B'i ré ceirne pícro. (Séatna, pp. 122-123.)

(See Notes, pp. 143-144.)

Exercise CXIX

Scolum do eap ar an mbéarla ro :—

1°. When the priest was brought to me, and I had made my Confession, I took courage immediately.

2°. It is not worth one's while being afraid of death when one has made a good Confession.

3°. No sooner does the Christian's soul separate from his body than he will be in the enjoyment of Heaven.

4°. An old man, 80 years of age, was hanged there 20 years ago.

5°. He was a poor simple sinless old man, too. What a shame!

LESSON CXIX

Ní raibí Neill pórtá ac trí reacríne. B'i rí iriis ra baile 7 b'i Éamonn amuis as réacaint i n-oiaró na mbó, mar b'i bó acu tréir beirte. I gceann tamail do táiní ré irteac 7 b'i Neill as sol. D'fíapuis ré d'i cat do b'i uiréi. B'fada sup innir rí do supb amlaró a b'i bean feara as loirí airíro uiréi, 7 nuair náir eus rí an t-airísear d'i go toubairt rí go mbeac Neill 'na baintíus rí a mbeac an bliaróin caríte. An fear a b'i Éamonn amuis i bperóil na mbó eus ré pé nteara an bean íaracra as imteact ón d'irí 7 b'i fíor aise cat é an bótar a saib rí. Níor deir pé don bliúne amáin ac beir ar an bfuip a b'i ar croacó i n-aipe an d'oiar, 7 i fádao ruar i mumele a éapóise 7 an d'oiar amac do eap de. B'i ré imtíste rí a raibí 'fíor as Neill cat é an fuaróir a b'i pé. (Séatna, p. 175.)

See Notes, pp. 143-144)

Exercise CXX

Ḥaoluinn do cup ar an mBéarla ro :—

- 1°. Nell and Eamonn have been married only three weeks.
- 2°. Nell remains indoors during the day, and Eamonn goes out to look after the cows.
- 3°. One day when Eamonn came in he found Nell weeping, and he couldn't understand the cause of it.
- 4°. She was loth to tell him at first, but finally she admitted that she was afraid she'd be a widow before the year was out.
- 5°. "I wonder," said Eamonn, "was it that 'wise woman' I saw a while ago who put such nonsense into your head."

LESSON CXX

Annran do cup rí i n-áitac aóimaid an mhin, 7 do mearḡ rí bhaon maíḡ nua-uacḡair ar an mhin, 7 cup rí ppionn ra n-áitac 7 cuḡ rí do Séatona é. O'it ré é, 7 ip é puo a ceap ré m' aigne ná náir cait ré miam, 7 náir blair ré, biaḡ doob' fearr ná an biaḡ rin, bí ré cómh foláin 7 cómh deaḡ-blairḡa ran, cómh buacac 7 cómh bpíoḡmar ran.

Nuair a bí an biaḡ itte aige, do rin ré cúici an t-áitac. "Am briaḡar móirde, a Neair ní Cataraḡ," ar reiréan, "ḡo bpuil an ceapḡ aḡat! Ip é biaḡ ip veire o'ár blairéar miam é. Tá an éraob aḡat. Cuḡair róóluirḡ dom, ní mipe ouit a pāḡ, róóluirḡ náir cuḡaḡ a leitéirḡ miam dom ḡo oti mōiu. Aḡur féac: nil ac pīor-beaḡān aimpire ó bí ré amuḡ ra rḡaca, 7 rin é itte aḡam é!" (Séatona, pp. 257-258.)

(See Notes, pp. 143-144.)

Exercise CXXI

Ḥaoluinn do cup ar an mBéarla ro :—

- 1°. The meal will be put into a wooden vessel, and plenty of fresh cream mixed with it, and then it will be given to you.
- 2°. I think you will say that you never tasted better food.
- 3°. It is no misnomer to call such food a luxury.
- 4°. He says that never till to-day was such food given to him.
- 5°. Upon my solemn word I think he's right.

KEY TO THE EXERCISES

Exercise III

- 1°. Ní peann é seo, peann-luarde ír ead é.
- 2°. An peann-luarde é sin? 'Sead. An peann-luarde é seo? Ní h-ead.
- 3°. Cad é an puo é? leabhar ír ead é.
- 4°. An leabhar é sin? Ní h-ead, ac borca.
- 5°. Cia'cu borca nó rparán é seo? Sparán ír ead é.
- 6°. Lapán ír ead é seo, an ead? 'Sead.

Exercise VII

- 1°. Ní pinginn í seo—leat-pinginn ír ead í.
- 2°. An leat-pinginn í sin? Ír ead. An leat-pinginn í seo? Ní h-ead.
- 3°. Cad é an puo í? Sgilling ír ead í.
- 4°. An sgilling é sin? Ní h-ead, ac paol.
- 5°. Cia'cu paol nó sgilling í seo? Sgilling ír ead í.
- 6°. Leat-paol ír ead é seo, an ead? 'Sead.

Exercise XI

- 1°. Cia'cu leabhar é seo? Ní hé an ceann duib ná an ceann da ne é, ac an ceann goim.
- 2°. An é sin an capall duib? Ní h-é—proué é.
- 3°. An é an capall bán é seo? Ní h-é; ír é an cat duib é.
- 4°. An cat é seo? 'Sead.
- 5°. Cia'cu cat é? Ní hé an ceann duib ná an ceann bán é, ac an ceann donn.

Exercise XV

- 1°. Tá paol 7 leat-paol ar an úplár.
- 2°. An bfuil doinnib ar an mbóro readar an pinginn? Tá—sgilling 7 leabhar 7 an cápta uaithe.

3°. Cá bhfuil an pubín goim? Tá sí ar an úrlár, fé'n gcathóir.

4°. An é an pubín goim atá ar an gcathóir? Ní hé, ac an ceann bán.

5°. Cá bhfuil Seán anois? Tá sé ar an aonac.

Exercise XIX

1°. Is ra catáir atá an Coláirce, an ead? 'Sead, ac is fé'n tuait atá an pcoil.

2°. Níl puo ar bit ra pparán ac puol 7 leat-puol. Is móir an tuas ran.

3°. Níl min ar bit ra mála, ná níl don uirge ra tobar.

4°. Is amuis fé'n ppéir atá Seán, nac ead? 'Sead.

5°. Ná fuil coróinn 7 leat-coróinn ra pparán anois? Níl; níl doinnro ann ac leat-coróinn.

6°. Níl ac leat-pinginn ar an mbóir anois. Nac móir an tuas ran!

Exercise XXI

1°. An mire Seán ó Séasda? Is tu. An tura é? Ní mé.

2°. An tura Liam ó Buacalla? Ní mé. Sin é annan é.

3°. An tura atá as an ndor? Ní mé, ac Tads ó Séasda.

4°. An mire atá as an sclár-dub? Is tu.

5°. Táir-re as an ndor, ac is as an sclár-dub atáim-re.

6°. An bhfuil as an ndor? Táim. An bhfuilim-re as an sclár-dub? Taoi.

Exercise XXIII

1°. Tá Saoluinn asainne, Durbacar le Dia, ac níl ac Déarta asair-re.

2°. Ní fearar an bhfuil don airgead ra pparán atá ar an mbóir.

3°. Níl ann ac puol, ac tá leat-coróinn annro asam.

4°. Is maic é rin. Tá an leat-coróinn asam-ra anois, supa' maic asat-ra.

5°. Níl 'fior asam eia cu fear nó bean atá ra Coláirce.

6°. Tá 'fior asam-ra sup bean sup ead i. Ná fuil 'fior asat-ra sup i lú ní Cuire i?

7°. Ní fearadair catóir an t-ádhúil-re, 7 an bfuil don t-ádhúil-re aghat.

8°. Is mór an t-ádhúil ná fuil don t-ádhúil i n-ádhúil cori aghat.

9°. An bfuil 'fíor aghat aia'cu t-ádhúil nó b'éarla aia'cu leabair ro?

10°. Níl aia'cu b'éarla, a t-ádhúil, aghat-ra 7 aghat Máire.

Exercise XXIV

1°. Sió é an t-ádhúil lá t'e'n mí. Catóir a b'i an t-ádhúil lá aghatinn? Inóe.

2°. Imbáiread a b'eró an t-ádhúil lá aghatinn. Catóir a b'i an t-ádhúil lá aghatinn? 'Sé aia'cu inóiu aghatinn.

3°. An é an t-ádhúil lá t'e'n mí aia'cu inóiu aghatinn? Ní hé, aia'cu an t-ádhúil lá.

4°. B'i Seán aia'cu an t-ádhúil inóe, aia'cu t'á ré an t-ádhúil inóiu.

5°. B'eró l'il ní t-ádhúil aia'cu rcoil imbáiread, 7 b'eró rparáin aia'cu, 7 leat-cóiróinn 7 r'gillins 7 r'raol ann.

6°. Ní b'eró Máire ní Séadúda ann, aia'cu b'eró T'ádhúil ann. T'ádhúil maia'cu is ead é.

7°. Níl t-ádhúil ó t-ádhúil an t-ádhúil an t-ádhúil, 7 níl 'fíor aghat catóir a b'eró. An bfuil 'fíor aghat-ra (é)?

8°. Níl 'fíor. B'i ré ra t-ádhúil aia'cu aia'cu inóe.

9°. Ní fearadair cionnur aia'cu ré na laeteanta ro. An bfuil ré t-ádhúil maia'cu?

10°. B'eró ré an t-ádhúil imbáiread. B'eró 'fíor aghat an t-ádhúil.

Exercise XXVI

1°. Ní fearadair catóir a b'eró Síle ní t-ádhúil an t-ádhúil.

2°. B'i r'i aia'cu an t-ádhúil t-ádhúil leat t-ádhúil, 7 b'i r'i aia'cu rcoil inóe 7 t-ádhúil inóe, aia'cu níl 'fíor aghat aia'cu bfuil r'i inóiu.

3°. Umanóircear a b'eró an t-ádhúil lá t'e'n mí aghatinn, 7 t-ádhúil t-ádhúil leat t-ádhúil lá t'e'n mí aghatinn.

4°. An bfuil 'fíor aghat catóir a b'eró an t-ádhúil lá t'e'n mí aghatinn? T'á 'fíor—t-ádhúil t-ádhúil leat t-ádhúil.

5°. Ní fearadair aia'cu lá t'e'n mí a b'eró aghatinn t-ádhúil leat t-ádhúil.

Exercise XXVIII

1°. Catoim a berò an t-àra lá d'éas de'n mí reo cúgáinn a'gáinn? Ceitpe reachtmáine ó imbáiréac.

2°. Seachtmáin ir an t-àraoim reo gáib t-àraim do bí an céad lá de'n mí reo a'gáinn. Ní berò an céad lá de'n mí reo cúgáinn a'gáinn go dtí coigtróir ón n'Domnác ro cúgáinn.

3°. Coigtróir ir lá iné do bí an naomád lá ar fícto de'n mí reo gáib t-àraim a'gáinn, 7 coigtróir ó imbáiréac a berò an naomád lá ar fícto de'n mí reo a'gáinn.

4°. Ní fadóar an mberò Seán ó Súillobáin ar rcoil reachtmáin ó iné ; bí pé ann reachtmáin ir lá iné

5°. Atrú iné a bí an t-àra lá d'éas a'gáinn ; umanoirtear a berò an rémád lá d'éas a'gáinn.

(Or, with slightly different meaning—An t-àra lá d'éas a bí a'gáinn atrú iné, 7 an rémád lá d'éas a berò a'gáinn umanoirtear.)

Exercise XXXII

1°. Lá 'le pádrais a bí a'gáinn iné—an reachtmád lá d'éas de márta. Do bí reanmóin gáolunne a'gáinn inr gac don tréipéal ar fuio na catraic.

2°. Seachtmáin ó imbáiréac a berò an cúigead lá ar fícto de márta a'gáinn. Ní fadóar an mberò reanmóin gáolunne a'gáinn an lá ran.

3°. Cao é an lá 'n-ar éirig Críort ó mairbáib? Domnác Cársa.

4°. Cao é an lá 'n-ar rugad é? Lá Noctas.

5°. Téirdeann pé go dtí an t-áirpeann gac lá ra treachtmáin ir maic é rin

Exercise XXXVIII

1°. An bfuil don gáolun ar fuio an baill reo?

2°. Tá dat glar ar fúilib an éait reo.

3°. Bí pé ag dúnad an t-àrair nuair a tánas-ra irteac.

4°. Ir maic liom t-àra an fógmair, mar ní bíonn pé ró-broctallac ná ró-fuar.

5°. Nil uirge an gairt reo cóim fuar le h-uirge an tobair.

6°. Do bíor i gCairléan an Mhulinn anuair, 7 beao i Spáirí an Mhulinn an bliadain seo éúgaimn.

7°. An bfuil puo ar bit i tóin an puill? Níl, ac tá rílling tíor i tóin an tobair.

8°. Bíonn duilleabair an tuir seo ana-ghar ra tSamrad.

9°. Cao é an focal é riú ar bárr leatanaig a trí déas ir céirre ríro?

10°. 'Sé lá 'le páirais lár an Earraig.

Exercise XXXIX

1°. Ir maic liom-ra déanam na bpoige seo. An maic leatpa é?

2°. Tá ceann de cnairí na capóige seo ar bogad. Nac móir an truaig ran!

3°. Ir maic liom taitneam na gréime i ndiar na fear-tainne.

4°. Bíonn polar na gréime agaimn de ló, 7 polar na gealaige ir' oróce.

5°. B'fearr liom mealbóg na mine ná mála an airgíro.

6°. Do bíor amuis i lár na páirce rin iné nuair a tánair-re a baile ó rcoil.

7°. Ní maic liom beic ag dul ar rcoil i lár na reachtmaine.

8°. Nuair a tiocfair go dtí an Coláiríoe iompuis i leir na láime deire.

9°. Do éuaró clú 7 cáil na tíre seo in-áiríoe ar fuio an domhain.

10°. Do gortuigear bárr órpoige na láime seo iné.

Exercise XL

1°. Bíonn breir laeteanta i gcuro do míoraib na bliadna reachar a céile.

2°. Tá cóiríoe an Doctúrá ag an ndorpar

3°. Ní taitneann blar na feola ro liom.

4°. Tá a leaca cóim deapig le dat na fola.

5°. 'Sa b'focal ro-capall-bíonn béim an guta ar an riolla toraig.

6°. Ir fearr liom baluite na móna ná blar na meala.

7°. Ir fearr liom oróce reacha ná lá gréime.

8°. Ní taitneadh céirto an tailliúra le h-aoimne ac leir féin.

9°. Is maíe liom beir amuis ar bhuac na h-adhann, lá breas ghréine.

10°. Connis an cnámh 7 leanfaró an maída tu.

Exercise XLI

1°. Tá lán an bhorca ro t'airgead agham anoir, ac ní faib puo ar bit ann inóe.

2°. Do táimis fear an éiríde anuar, 7 do éuaró (ré) irteac ra tiz (teac), nuair a bi ré annro Dia, Domhnaig reo gáib taraimn.

3°. Ní fearóar an é reo hata an tuime uapail úo; bi ré annro ar an mbóro nuair a tánas irteac ó éianab.

4°. Tá rcoilt annro ran an fálla ó éeann ceann an treomra.

5°. Bi fear an gúna ro annro acríú inóe, ac t'imtis ré iníu.

6°. B'fearr liom lán an mála ro de min ná lán an rparáin rin t'airgead.

7°. Do bior i bPoll an búca anuiró. An raðair-re ruam ann? Áit ana-óear ir ead é.

8°. Do bi lán an treomra óioó ann.

9°. Sió é an fear úo a táimis i lár na h-oróce. Tá toga na h-aithe agham air.

10°. Ní mar a éile i n-aon éor daé an cápta ro 7 daé an cápta ran.

Exercise XLII

1°. Ná cperio-re an nro ná fuil i leabair an bpeiteamian (bpeitím).

2°. Duail do lámh ar órom na caéoirteac 7 airtuis í.

3°. I lár na dearmán ir ead acá an t-airgead aici.

4°. Do bi naoi gcapail ficead ar an aonac inóe.

5°. Teangsa breasg áluinn ir ead teangsa na h-éireann.

6°. Níor maíe liom mo lámh a éur irteac i lár na lappac ran.

7°. Is breasg an puo beir irtis coir na temead, lá ruar gémiró.

Exercise XLIII

1°. Tá trí rparáin annro ašam, 7 1 nšac rparán acu tá trí ršillinge 7 trí raolača.

2°. Tá ubla aš páp ar an šerann ro : tá deic šerainn uball ar fáo ašainn.

3°. Do caitéar reáct reáctmáine annran annró, 7 caitéar do dá mí ann an Samráo ro cúšainn, le conšnam Dé.

4°. Trí raolača 7 pé leat-raolača 7 dá ršillinge—rin coróinn (cúis ršillinge).

5°. Tá dá cápta ašam ar šac borca, trí borcaí ar šac bóro, 7 tá cúis búiro ar fáo ra treomra—an mó cápta ar fáo é rin?

6°. Tá reáct šcinn deáš de reomraib (*or* reáct reomraí deáš) ra tiš reo—tiš breáš móri, nac eao?

7°. Tá dá došar inr šac reomra, 7 eocair inr šac šlar—ceitpe h-eocrača deáš ar fiéro ar fáo.

8°. Tá a lán reoitleana ar fuio na tíre, 7 šan don šaolumn i n-don reoil díob (acu).

9°. Tá a lán toibreáča beannuište ar fuio na h-éireann.

10°. Do bí reáct šcapall ar fiéro 7 trí céao (*or*—ar trí céao) ar donac Déal-át-na-pluaš an treáctmáin reo šaib éarainn.

Exercise XLIV

1°. Nuair a bír-re fice bliádam d'aoir do bíor-ra ní óige šo móri ná mar atáim anoir.

2°. Sé Séamur an té ir rine de'n beirt, 7 ir é Seán ir óige.

3°. Do bíor-ra níba láiope ná túra an uair úo

4°. Sin é an píora airtio ir lúša dá raib ašat riam.

5°. Táim-re šo h-olc, ac taoi-re níor meara šo móri

6°. Ir fearr liom-ra šo móri an šaolumn ná an Déarla—nac fearr leat-ra i?

7°. Ir ura do camat šabáil tré éró rnatáioe ná do'n duine raráoir dul irteac i ríogačt na bplaitéar.

8°. Ir teo šo móri atá an teime anoir ná mar a bí rí nuair a tánaš-ra irteac.

9°. Ili túirge do éuáar i n-áiríoe ar an šerann ná do rtaitéar an t-uball 7 d'ítear é.¹

10°. Ir šiorra (do duine) cabair Dé ná an došar.

¹ Or—7 é'íte.—Or—do teimear ant-uball do rtaíteao 7 é 'íte.

Exercise XLV

1°. A Tomáir 7 a Cáiclin an ríob-re do bí aš ite na n-uall inóé? 1r rínn.

2°. Cáir cuairí-re nuair a táinig Tomár anuas de'n éirínn? O'imtiš Tomár a baile, 7 do cuairí-re 'na teannta.

3°. A Taróš, an tura 7 mire do bí aš an sclároub inóé? 1r rínn.

4°. Sí an Šaoluinn do teanga féin. (Or—1r i do teanga féin an Šaoluinn.)

5°. Do rtaiteadair-re na h-ubla, 7 o'iteadair-ne iad. (Or—Sibre do rtaít na h-ubla, 7 rinne a o'it iad.)

6°. Nuair a tángadair-ne anuas, do cuadair-re ruar.

7°. Tá an Déarla 7 an Šaoluinn ašainne, ac níl ašaire ac an Déarla.

8°. An iad ran a bí annro inóé? Níl h-ia, ac rinne. Do bíodair ran annro ašrú inóé.

9°. Sí é Oóinnall ó Súilíobáin annro aš an bfuinneois.

10°. An bfuil leabair aise rin? Tá. Níl hé do leabair-ra é, ac a leabair féin

Exercise XLVI

1°. Dubairt le Liam inóé teacé irteac ra rcoil inoiu, 7 ríob, 7 a céacé do léigead.

2°. Ba máit liom beit amuis fé'n rpeir lá breas gneine.

3°. Níl feadair ar máit leat teacé a baile am' teannta-ra.

4°. Adair leir a breicfearta o'ite, a cuir leabair do cur irteac 'na mála 7 imteacé leir ar rcoil.

5°. An noubair léi an cuir eile do bailiú irteac ra rcoil? Dubairt.

6°. O'feair liom mo leabair a cógaint amac 7 é leigead annro amuis fé'n rpeir

7°. Adair le Taróš an leirir úo do ršrí cum Máire, 7 i cur ar an mbóro.

8°. Ná dubairt leat do peann-luaidhe o'fašail 7 an ceacé ro do ršrí ro' leabair?

9°. Dubairt Seán le Séamur éirge na fearam, a lám do cur 'na póca 7 a rparán do cógaint amac.

10°. Dubairt le Oóinnall ó Súilíobáin gneim a breit ar a aipín 7 a mála 7 imteacé leir a baile.

Exercise XLVII

1°. Téirigh amac ra páirc, a Séamuir, 7 cós amac do leabhar, 7 léigh do éadé.

2°. Dubairt leir dul amac ra páirc, 7 a leabhar do cósaint amac, 7 a éadé do léigead.

3°. Dá mbeadh an lá go breas, do mágáinn amac, 7 do rtaítrinn poimnt uball de'n éirinn.

4°. Má bíonn ré go breas iníu téiróimí amac 7 na h-ubla do báilíú irteac i scipeánaib.

5°. Ná cuir do bair láma irteac i n-bair bpoáib, a gairrúna.

6°. Má tásair-re irteac mágad-ra amac.

7°. Dubairt ré liom dá tásáinn-re irteac go mágad ré réim¹ amac.

8°. Abair leir fanamaint as bun an éirinn, 7 go mágair-re ruar 7 na h-ubla do rtaíad 7 iad do cáiteam anuar cuise.

9°. Ní feadair an t-íocfard doimne irteac ra rcoil iníu.

10°. Abair le Seán beir annro imbáirteac 7 a leabhar do beir aise.

Exercise XLVIII

1°. Dá mbeinn ar rógnaí do mágáinn amac ré'n rpeir iníu.

2°. Go mbeannuigh do tu réim, 7 do cúro 7 do éirinn.

3°. Go neartuigh do rínn cum na h-oirpe do déanam go maí 7 go ciallmair.

4°. Dá mbeinn níba láirpe ná mar atáimí do beadh an rgeal go maí.

5°. Dá mba dúine san tuirgint é ba ró-cuma liom an rgeal.

6°. Ná labhair cum go labrad-ra leat.

7°. Tá eolar maí asam ar an n-íoluinn anoir—ná maí maí asat.

8°. Muna t-íocfard ré iníu ní t-íocfard ré imbáirteac ná umanoirtear.

9°. Ná tair-re irteac go t-í go t-éigead-ra amac.

10°. Ná téigead doimne asad amac iníu ná imbáirteac ná umanoirtear.

¹ Sciréan here would mean some third person.

Exercise XLIX

- 1°. Nā labair cum go labairtar leat.
- 2°. Dā mba nā labrfað daoine go dtí go labairfi leo do beað an rḡeal go maĩt.
- 3°. Nā bailiḡtear na h-ubla irteađ inŋ na cipeánaib go dtí go nḡaḡarð (nḡiocfað) Tomár anuar de n ċrann.
- 4°. Nior labramair go dtí sup labrað linn.
- 5°. Nā cuirtear na leabair reo ar an mbóro ro a tuille. Cuirtear annan t̃all ra ċumne iao.
- 6°. Nā cuirtear don láin irteađ i n-don póca go dtí deire an ċeađta ro.
- 7°. Tḡḡar amac na pinn go léir anoir, 7 orcaĩtear na leabair go léir.
- 8°. Léĩḡtear an ceađt ro ar nḡuir, 7 rḡnĩobtar rior annan é.
- 9°. Do tḡḡar amac na pinn go léir, 7 do h-orḡlað na leabair go léir.
- 10°. Léĩḡfar an ceađt ar nḡuir, 7 rḡnĩobfar rior annan é

Exercise L

- 1°. Ćim ḡac lá ra tpeađtm̃ain é, nuair a ḡaḡaim irteađ ra rcoĩt.
- 2°. Do ċonnac Dómnall ó Súilĩobáin inḡé, 7 é aḡ teađt a baile ón donac.
- 3°. Tá átar orim a feircint go bfuĩlĩr ċóm maĩt rin. An bfeircfað imbaĩreac ra cađair tu?
- 4°. Ćifeam a ċeĩle nuair a tiocfað-ra a baile Dia Dómnaiḡ reo ċuḡainn.
- 5°. Nĩ feaca m̃am a leĩt̃eĩro de dũine.
- 6°. An bfeacaĩr m̃am a leĩt̃eĩro de lá bpeaḡ ḡr̃eĩme?
- 7°. Labraim ḡaolunn leo pé uair a ċim iao.
- 8°. Nĩ feircr̃o rĩb go deo aĩrĩr mé beo inŋ an áit reo.
- 9°. Ćĩo rĩao a ċeĩle ḡac lá ra tpeađtm̃ain, nā feircr̃o?
- 10°. Do ċonnac feaĩr aḡ dũl irteađ ra tĩḡ ađrũ inḡé, ađ nĩ feaca don bean.

Exercise LI

1°. Dá bfeadóth rib ar an sclár-thub do cífeadh rib cad tá agsam o'da rí.í.

2°. Dá bfeicteá é do tuigfá é.

3°. Dá bfeicimír a céile inbó do círimír a céile inbui, leir.

4°. Do éinn Tomár 7 Tadhs ar pcoil anuiprò, ac ní feicidir rin mire.

5°. Sin é an fear a éinn 7 é ag dul irthead pa tig rin eall gac lá anuiprò.

6°. Do connaicir mire inbó, 7 do connac-pa eura atriú inbó.

7°. Dá bfeicimír a céile an ttheadmáin reo gáib eapáinn ní aithneóaimír a céile.

8°. Dá bfeadctá air do cífá é, 7 dá bfeicteá é o'aithneóctá é.

9°. Nuair a éinn tu anuiprò o'aithniginn tu.

10°. Dá mba náir aithnigear tu ní labhráinn leat, 7 dá mba náir labhrar leat ní feicfinn go raib fíacal i n-eapnam oir.

Exercise LII

1°. Do connactar duine ag dul irthead pa tig rin inbó, 7 ní feacatar doinne ag theact amac.

2°. Má éirídeann tu amac i n-aon eor inbui, cípar tu! má fanann tu irtig, ní feicpar tu.

3°. Ná feictear eagla a beir oiaib.

4°. Do éiti é ag theact ar pcoil gac lá, ac ní feiccti é ag dul a baile

5°. Dá bfeiccti cad tá ar riúbal agáinn ní ró-fárta a beirí

Exercise LIII

1°. Deir Seán gur garrún maic Tomár

2°. An nveirir liom gurp é reo an t-aonmáth lá oéas ar rídro de mí Deire fógmair?

3°. Ná duibramair-ne leat gan dul amac inbui, nó, dá o'éiríctá, go bfeicpí tu.

4°. Nuair a veir duine gur amadán é, ná cpero é.

5°. Nuair a cífir é, oéarpar gur mó a eiro ná a eiall.

6°. Déarfao an méirí seo—sup binne go mór an teanga an Šaoluinn ná an Déarla.

7°. Deirir-re sup Šaoluinn supb ead é, ac deirimpne nac ead.

8°. Deir Dóinnall go bfuil an ceact ro ró-fada ar fad.

9°. Dubairt bpiro sup breas an lá é, 7 sup mór an trias panamaint iriis.

10°. Abair le lú teact irteac, 7 a leabair o opeailt, 7 a ceact ro léisead

Exercise LIV

1°. Deirtead ré sup maic leir dul ar rcoil sac lá dá mbead an Šaoluinn aise.

2°. Dá ndeirinn sup breasda go mór de teangain an Šaoluinn ná an Déarla ní bead asam dá rád ac an ceact.

3°. Dá breictead é déarfó sup mó a cuir ná a ciall.

4°. Dá mbead ré ar an donac déarfainn go breicfinn é, ac ní feaca.

5°. Deirinn-re go raib Šaoluinn aise (rin), 7 deirioir-rin ná raib.

6°. Nuair a deirinn-re sup Šaoluinn supb ead é, deirtead-ra nárb' ead.

7°. Dá ndeirtead-ra sup Déarla é, déarfainn-re sup Šaoluinn supb ead é.

8°. Nuair a cíod Dóinnall liam as teact, deirtead ré supb amadán é.

9°. Dá mb' amadán é déarfainn ná bead oirtead ran Šaolunne aise.

10°. Dá mba ná bead oirtead ran Šaolunne asatra déarfao doinne sup amadán tura, leir.

Exercise LV

1°. Ná h-abairtar ná sup breas an teanga an Šaoluinn

2°. Deirí sup fearr de teangain an Déarla ná an Šaoluinn.

3°. Ir minic a dubrad sup mór an trias an té ná fuil a teanga féin aise

4°. Tá 'fior asam cad déarfai nuair a tuigfai an rseal.

5°. Dá labrú an Šaoluinn de gnát déarfí sup teanga breas í.

Exercise LVI

1°. Cairtím (tugaim) tamall maít aimiríe gac lá as fogluim na Saeluinne.

2°. Ar tug Sómhall cuir dá éirte do t'as iníe ?

3°. Nuair a t'asaimíe ar rcoil tugaimíe ár gcuir leabhar linn.

4°. Do tugar trí leabhair liom iníe nuair a bíor as teac a baile.

5°. Deir Seán go t'ug pé a leabhar do Séamur a'pú iníe.

Exercise LVII

1°. An t'abhrfáir fuo éigin dom má t'asaim ar rcoil imbáireac ?

2°. Tabhrfao—Tabhrfao peann nua duit.

3°. Cairtíir tamall maít de'n lá, 7 tu as r'gí leir.

4°. Deir Tomár go n'óanfaró pé na h-uíla do bailiú irteac 7 gceiréan, 7 iao a tabairt a baile.

5°. Má t'ugann pé a baile leir iao tabhrfao a má'air r'gilling uó.

Exercise LVIII

1°. Do tugad pé a lán aimiríe anuairó as fogluim na Saeluinne.

2°. Dá t'ugaimn leat-cóiríinn duit an mbeiteá rárta ?

3°. Nuair a t'ugairíe r'gilling dom do téiríinn ar rcoil, 7 mé lán trárta.

4°. Dá t'ugad Tomár a cuir leabhar dom, t'éarrfainn gur maít an garrún é.

5°. Dá t'ugaimíe ár n-aimiríe as fogluim na Saeluinne do bead an r'géal go maít.

Exercise LIX

1°. Dá mbead do ceacé asat do t'abhrfainn pingsinn duit.

2°. Dá t'ugaimn-pe r'gilling duit, an t'abhrfá-ra raol dom ?

3°. Dá t'ugad duine éigin an leabhar dom, ba maít liom an r'géal úo do léigead.

4° Aḡur do ṡabṡpáinn an leabṡar ṡar n-aṡr do i ḡcionn reáṡṡmáine.

5° Dá ṡaḡaṡaṡóir inṡé do ṡabṡpáimír ṡinnéar bṡeáḡ ṡóib.

Exercise LX

1° Nuair a tugṡar ceáṡṡ maṡṡ ṡa ṡcoil ṡoḡluimḡmṡṡo ḡo léir ṡur éiḡin.

2° Do tugṡi a lán aṡṡṡṡe aḡ ṡoḡluim Ṳéarṡa. Naṡ mór an ṡṡuaḡ ṡan !

3° Dá ṡtugṡi an oṡṡeáṡ ṡan aṡṡṡṡe aḡ ṡoḡluim na ḡaoluinne ṡṡ ṡeapṡ ḡo mór a beáṡ an ṡḡéal.

4° Do tugṡṡ ṡḡillṡḡ ṡom inṡiu, aṡ ní ṡeáṡar ṡór eáṡ a óéapṡṡo léi.

5° Tá 'ṡṡor aḡam ḡo ṡṡabṡṡí ceáṡṡ maṡṡ ṡom ṡá mbeinn aṡ ṡcoil inṡé, aṡ ní ṡabṡar

Exercise LXXVI

1° ṡaḡann ṡé ṡṡeáṡ nuair a éṡṡṡeann ṡé mé.

2° Ar éuaṡaṡ ná ṡaib Ṳómnall ó Súliobáin aṡ ṡcoil inṡé ?

3° Do éuaṡa inṡiu ḡo bṡuil a máṡaṡ ḡan beṡ aṡ ṡóḡnam.

4° Cloṡṡar ṡḡéal bṡeáḡ nuair a ṡṡoṡarṡ Ṳomár a baile.

5° Do euaṡaṡar ṡa éaṡaṡ inṡé ḡo múmṡar an ḡaolunn ṡeapṡa inṡ ḡaṡ ṡcoil aṡ ṡur na ṡṡṡe.

Exercise LXXVII

1° Dá máṡṡ liom cuṡ ṡe ṡna mṡṡṡáin úṡ ḡ ṡe ṡna h-ubṡaib úṡ ṡ'ṡaḡáil.

2° Abaṡṡ le Seán bṡeṡ aṡ a cuṡ leabṡar ḡ ṡul aṡ ṡcoil.

3° Dṡbapṡ leat a ṡáṡ leṡṡ bṡeṡ aṡ a cuṡ leabṡar ḡ ṡul aṡ ṡcoil.

4° ṡabṡaṡ cuṡ ṡe ṡna h-ubṡaib ṡin ṡo ṡáṡḡ ḡ abṡaṡ leṡṡ ceann ṡiob a ṡabṡapṡ ṡo Ṳaitṡin.

5° ṡaḡ eáṡaṡṡ ṡom, má'ṡ é ṡo ṡoil é, ḡ abṡaṡ leṡṡ an ḡcuṡ eile ṡo ṡna ḡapṡṡnáib (leṡṡ na ḡapṡṡnáib eile) bṡeṡ aṡ a ḡcuṡ leabṡar ḡ ṡeáṡ ṡṡeáṡ ḡ a ḡceáṡ ṡo léḡeáṡ.

Exercise LXXVIII

- 1°. Is fearr liom go mór Saeluinn ná Béarla.
- 2°. Is fearra dom an Saeluinn, leir. (*Or—Is í an Saeluinn is fearra dom, leir.*)
- 3°. Sé is fearra duit a déanamh crómáid ar an nSaeluinn o'foghluim anois.
- 4°. Cad tob' áil leat beic ag labhairt Béarla i n-aon cón?
- 5°. Ba dóir dúinn iuto éigin a déanamh ar ion na h-Éireann.

Exercise LXXIX

- 1°. Deir mo máthair go scaitfead (nác fuláir dom) crómáid ar an nSaeluinn o'foghluim, láirthead.
- 2°. Nác leor leat ran? (*Ca beas leat ran?*)
- 3°. Ní mór liom duit an Béarla úo atá agat.
- 4°. Is dóic liom sup beas ná go scromparó pé anois ar an nSaeluinn o'foghluim.
- 5°. Crómparó. Ní fuláir é déanamh.

Exercise LXXX

- 1°. Is mór an truaś nác fuláir leat beic ag labhairt Béarla iscóinnuróe.
- 2°. Ní fuláir nó tá cuipre ort anois; cuir an-a-páda tob' ead é.
- 3°. Ní féidir aigead a éógaint amac ar do rparán nuair ná bíonn don aigead ann.
- 4°. Níorb' fuláir dó dul a baile nuair ná paid a cuille uall le rtaíad.
- 5°. Níorb' míre o' domne agann dá scromaimir go léir ar an nSaeluinn o'foghluim

Exercise LXXXI

- 1°. Is fearra duit crómáid ar an nSaeluinn do labhairt anois, nó is duit is meara.
- 2°. Ba breas leat beic ag féadaint air.

- 3°. Ní dóic liom go dtiocfaid ré iníu ná imbáiread.
 4°. Is dóic liom go gcomparáid ré láiríeas ar an nGaelinn
 o'fógluim.
 5°. Ní móide go ndéanfaid ré don báiríeas iníu ná
 imbáireas ná umanoiríeas.

Exercise LXXXII

- 1°. Do éinnac fear éar ar mullac an énuic rin éall ar
 mairíu iníu.
 2°. An dóic leat an dtáinig ré anuar ó íom?
 3°. Do táinig. Is dóic liom go bfeada as dul íar é,
 tamall ó íom.
 4°. Féad an dtiocfaid ré aniar iníu.
 5°. Má téideann ré íoir éíad é

Exercise LXXXIII

- 1°. Is dóic liom go raíad ó éar imbáireas nó umanoiríeas.
 2°. Tá Tomár i n-áit éigin éar, ac beró ré as teacé anéar
 imbáireas.
 3°. An raíad íam i n-iaríeas na n-éireann? Do bíor, ac
 is fearr liom an áiríeas.
 4°. B'féar liomra an tuaríeas (an áiríeas) ná don
 taobh acu.
 5°. Nuair a éiocfaid tu aniar áiríeas cáiríeas tu do éirí
 leabhar do éadairíeas leat.

Exercise LXXXIV

- 1°. Do éar áonn 7 do labhar leir nuair a éinnac as teacé
 aniar é.
 2°. Fan-ra ar an dtáobh ío 7 raíad-ra áonn.
 3°. Éim Seán anníar éall. Abair leir teacé annío anall
 éúíamne.
 4°. Cía hí rin anníar éirí as bun an éíamne? Sí Cárlín í.
 5°. Déarfad léi teacé aníor annío éúíam—an ndéarfad?

Exercise LXXXV

1°. An bfuil fíor aḡat cía 'r' díob' bean Séamuir uí Cátharais? Tá 'fíor. Máire ní b'roin ab' ainm dí.

2°. An 'mó' duine clainne aḡa acu? Ceathrar—beirt mac 7 beirt inḡean—7 iad go léir póḡta.

3°. An bfuil aithe aḡat ar élañ (élaíñ) a ḡclainne? Tá. Tá deicniubair acu ann.

4°. Do éonnac m'Áintín 7 m'Uncal inóé, 7 iad aḡ teacḡt irteacḡ ra rcoil.

5°. Col ceathar do pháḡrais ó Catharais Maighréad de b'pún.

Exercise LXXXVI

1°. páḡrais an mac ir ríne do Séamuir ó Catharais, 7 ir í Áine a inḡean ir óige.

2°. An ríne Tadhḡ ó Catharais ná b'róinnriar ó Dálais? Ir ríne. Uncal do ir ead é. (He may have others.)

3°. Cía'rb' í máḡair b'róinnréir? b'pígto ní Catharais ab' ainm (7 ríoinnead) dí. Deirbhíúr do Tadhḡ ir ead í, 7 do póḡ rí fear ḡurb ainm do Rirteáḡto ó Dálais.

4°. B'í beirt deirbhféar aici, ná raib? B'í, Caitlín 7 Neill. Áintíní do b'róinnriar ir ead iad.

5°. An bfuil Áine ní Catharais póḡta fóp? Tá; deic mbliadna ó ríoin do póḡ rí fear ḡurb ainm do pháḡrais de b'pún, 7 tá beirt 'élaíñ acu, Muirir 7 Maighréad.

Exercise LXXXVII

1°. Ní feara-ra lú ní Cuirc ó póḡ rí. An b'fearaíḡ-re?

2°. Do éonnac. Do buail rí umam ra cáḡair, coisḡtíḡir ó ríoin. Deirtear liom go b'fuil tríúr clainne aici, beirt ḡarrún, 7 don éailín ainháin.

3°. An bfuil doinne acu póḡta fóp?

4°. Tá. Do póḡ Liam an mac ir ríne acu Taimpe ní b'riain, 7 tá don mac ainháin acu—Peadaḡar.

5°. Tuigim. Ní fúláir nó ḡur col reirtear do b'róinnriar ó Dálais an Peadaḡar ran. Col ceathar do Liam ab ead b'pígto ní Catharais, máḡair b'róinnréir.

Exercise LXXXVIII

1°. An dóic leat an bfuil don gaoil roir tura 7 Tomár ó Cataraig?

2°. Tá. Dubhad liom sup col ceatar dá mátair sup ead m'atair.

3°. An 'mó briotáir atá agat? Níl ac don briotáir amáin agam, ac tá cúigeair deirbhéair agam.

4°. Deir Séamur ó Cataraig sup dóic leir go bfeicfid ré clann a élamne pópta.

5°. Ní fuláir nó sup reanóime anoir é 'Sead! Tá pé oét mbliadna déas ir trí fiéro d'aoir.

Exercise LXXXIX

1°. Gaoitá ir ead tura 7 mire; dá bpiú rim ba éairt go mbead toga na h-aithe agam ar a éile.

2°. Ní fíor catom a tiocparó do mátair.

3°. Do connac mde í i dtis t'uncail, ac níor aicnigear í.

4°. Ní bead pápta go dtí go mberó eolar cruinn agam ar an nGaoilinn

5°. Ní dóic liom go bfuil eolar na plige agam óm paoa le bl' áe' Cliaé.

Exercise XC

1°. Ná cjom ar do éadta d'foğluim pór; buail amac fé'n rpeir ar dtúir, 7 dem ponnit uball do rcaatad dunt péin.

2°. Rağad, 7 tiocparó irtead ar ball. Ar tead irtead dom déanpad mo díceall ar a lán Gaoilinne d'foğluim.

3°. Nuair a bíor amuig fé'n rpeir mde i dteannta Tomáir do pus a gaoir ar lámh oim, 7 gortuig pé go móir mé.

4°. Sé Tomár an garrún ir fearr d'á bfuil ra pcoil ar an nGaoilinn do léigead; níl pé óm mair fan ar i labairt.

5°. Nílím ar fógnaím ar pao ó éráctóna mde. Ní rağad amac moim, ar eagla go bfuigimn plağdán.

Exercise XCI

1°. Tá an reompa ro oét dtroigste déas ar pao, 7 cúis troigste déas ar leitead.

- 2°. Is ma cúis troidte é ná an reompa is siorpa dó.
 3°. An bpeacaí an fear boct úr iníde? Úi ré ar leat-
 fúil 7 ar leat-láim.
 4°. Deic mbliathna ó roim u'féadpá capall maic go leor
 u'fásáil ar píce púnt.

Exercise XCII

- 1°. Is fearra duit géillead anoir; níl don dul ar astat.
 2°. Do cuir ré a lámh ipthead 'na póca, 7 tóg ré amac a
 peann-luaidhe 7 a rsián.
 3°. An bpeiceann tu an fear boct ran tál? Tá a cuio
 éadaiš rtracaithe ar a céile.
 4°. Tá rocair astat gan don bhearta do labhairt ar ro amac.
 5°. Ní feadair cad na taobh suph éiríšir ar an nšaoluinn
 u'fošluim. Is doic liom nac fuláir nó suph a feirš do demir é.

Exercise XCIII

- 1°. Níl don mear astat ar an té a bíonn as maordeam ar a
 maitear i gcóinníre.
 2°. Ar an obair a fástar an t-eolar.
 3°. Cad is ainm duit, 7 cad ar duit (tu)?
 4°. Nuair a connac Seán iníde u'fíafpúis ré díom cad ab'
 ainm dom 7 cad ar dom.
 5°. Deir ré náir šlaoró ré ar t'ainm tu.

Exercise XCIV

- 1°. Tá m'uncal tál i n-áimeipoca, ac deir mo mádar go
 dtiocfaid ré tar n-air go h-éirinn lá éigin.
 2°. Beid mo deirbfiúr beas trí bliathna deas u'aoir cum
 na bealtaine.
 3°. Ní léigfead mo ceacht cum go dtiocfaid-pe ipthead.
 4°. Ní feadair Tomár Taog an lá úr, mar ná faid ré ann
 cuige.
 5°. Is baoglaic liom ná fuil an šaoluinn as dul cum cinn ra
 ceannatar ro i naon cóir.
 6°. Ná fuil 'fíor astat go dian-maic suph cuige rin a táinig
 ré?

7°. Tá 'fíor agham go maíaró ré cum cairde duit beir ag foghlaim na Saoluinne.

8°. Is cuise táinig ré féadaint an mó duine do bí ann.

9°. Cair 1 leir annro cúgam 7 léig do ceacht.

10°. Is maíe an puo san labairt cum go labairtair leat.

Exercise XCV

1°. Má'f mian leat an Saoluinn do cuirgint ní fuláir duit í foghlaim.

2°. Má deirim leat níó áiríte do déanaí an nDéanfar é?

3°. Ictim mo dinnéar 1 gcóinnurde ar ceacht ircead ón rcoil dom.

4°. Fiafíódair ríad díot, nuair a maíair ar rcoil, cad is ainm duit.

5°. Nuair a tugtar poinnt airgid dom bím ana-ráir.

Exercise XCVI

1°. Dubairt leir ceacht anuar de'n éirinn, ac o'fán ré tuar ann ar fead ríde neomat.

2°. Is fearra duit ceacht anuar de, nuair a beir poinnt eile de rna h-ublaib úo rtaíte aghat.

3°. Níor féadar an leabair go léir do léigead mtoe, ac léigear cur de.

4°. Is díóe liom sup blúipe é seo de'n arán is fearr in éirinn.

5°. O'iar is blúipe aráin orim, ac ní raib don arán agham le tabairt do.

Exercise XCVII

1°. Ba maíe liom brian uirge, tá oircead rian tarit' orim.

2°. O'fearr liom brian o'uirge an tobair ná brian o'uirge na h-abann.

3°. Is fearra duit fanamaint ircis inoiu, o'eagla go bfuigéa ríagóán.

4°. An nDéanfá an cupán ro do líonad o'uirge dom, má'f é do toil é?

5°. Is díóe liom go nDéanfar ríagairt de Dóinnall ó Súillobáin lá éigim.

Exercise XCVIII

1°. Cuirfeann pé an t-*airgead* go léir *ircead* i mboirca beag atá *aise*.

2°. *Ra* *ad* ann *imbáircead*, *ac* *fillfead* i *scionn* *reachtmaine*.

3°. *Ní* *tuisim* i *scéart* *cad* na *taob* ná *fo* *gluimighir* an *saoluinn*.

4°. *B'fearr* *liom* *tul* go *dtí* an t-*airfeann* am' *cuir* ná *ar* *muin* *capall*.

5°. *Ra* *ad* an *gnó* *ro* i *dtairde* *duit* *luat* nó *mall*.

Exercise XCIX

1°. *Ir* " *as* *tul* i n-*aoir* *as* *tul* i n-*olcar* " *asat* é.

2°. *Má* *céirdeann* an *aimirir* i *bpuair* *caitefead* *panamaint* *irtis*.

3°. *Dubairt* *Tomár* *liom* *sur* *cuadár* i *scotuisgead* go *mór* ó *connac* pé *mé*.

4°. *Ir* *mór* an *trua* go *bpuil* pé *as* *tul* i n-*ánairdead* i n-*as* *ad* an *lae*

5°. *Ba* *maí* *liom* an *aimirir* *do* *tul* i m-*brocailaige*.

Exercise C

1°. *Ói* pé *ar* *crocad* *leir* an *bfalla* *ar* *fead* i *bpuad*.

2°. *Táim* *as* *fo* *gluim* na *saoluinne* le *deic* m-*biaidnaib*.

3°. *Do* *caitear* *saipre* a *deanam* le *neart* *dtair* *nuaí* a *connac* *as* *tead* é.

4°. *Níor* *b'fiú* le n-*aoimne* *beic* *as* *éircead* le *béarla* *reacár* *beic* *as* *éircead* le *saoluinn*.

5°. *Ir* *maí* *leat* *uirge* *beadad* *ac* *ir* *bao* *glac* *liom* *nac* *maí* *duit* é.

Exercise CII

1°. *As* *tul* ó *Corcais* go *bl'* *at'* *Cuat* *duit*, *éirir* a *lán* *áiteanna* *brea* *gta*.

2°. *Ir* 'mó *pu* *greannmáir* a *tuic* *amad* i n-*éirinn* ó *aimirir* *páirpáis* *naomta* i *leic*.

3°. *Má* *tu* *gan* *tu* *uait* a *lán* *airgid* *seobain* *luac* *traotair* ó *Óia*.

4°. Ó'n iomaid túil i mbéarla ir ead éagann faillige ra nSholunn.

5°. Do connac m'atair bliathain an taca ro; ní feaca ó roin é.

Exercise CIII

1°. Má téigimid amac fé'n rpeir gac lá ní bsoḡal dúinn don bpeoiteact.

2°. Táim as fogluim na Sholunne fé látair, 7 leanfao de go ceann na scian.

3°. Má d'eimr muo oim gcoḡair a fé fé'n gcéad ar do cuio aihisio.

4°. Do tusaí fé, fé do nó fé trí, ac do caitear éirge ar fé deirpe.

5°. Ir doic liom suir mór an nio é dá ndeintí ragaíe díom.

Exercise CIV

1°. Bí rí as fogluim na Sholunne ar a díceall fan na h-aimpíe.

2°. Bí fé annran, 7 é as riúbal fan an úrláir ó maidin go h-oróce.

3°. Um an taca go dtiocfao an fiodlaig beo a lán Sholunne agaimn.

4°. Ir uime a tánaḡ annro anoct cum poimnt Sholunne o'fogluim.

5°. Cuirim mo cóta mór umam i gcóinnuioe nuair a téigim amac ra ngeimíeao.

Exercise CV

1°. An bpeiceann tu na leabair úo atá ar an mbóro fan tall? Cím. Tabair dom iao.

2°. Sin é an duine uapal a connac as toul ar an donac inóe.

3°. Níl don teanga ra doimán ir bpeagta nó ir binne ná an Sholunn...

4°. An rḡéal úo a cuala an tpeactmáin reo gairb taraimn níor taiten fé liom in don cop.

5°. Ní feaca miam don beirt ba mó cion ar a céile ná iao

Exercise CVI

1°. An té a d'éipeodaró go moe imbairead ir é ir túirge a rtaítear na h-ubla.

2°. Deir Tomár supb é do éuaró i n-áirde ar an gcraon uball inbhe.

3°. Ir mó rgeal a d'féadfaínn-re 'innimic tuic i ttaob na n-uball gceadna ran.

4°. D'fearraíis ré díom cao é an maic a d'féadfaínn a déanamh dó.

5°. Tabraíod tuic doinniró i n-don éor a d'iarraíar oim

Exercise CVII

1°. Do táinig Tomár irtead pul ar deasgar-ra amad.

2°. Dubairt ré liom fanamaint mar a raib ašam, nó sup dom ba meara.

3°. Sit é an fear d'ár tugar an t-airgead a bí am' rparán ašam inbhe.

4°. Seadain an té ar a ttašann fearis gan cúir.

5°. An fear d'á ttašair do cúir ir é a milliró do clú ré deire.

Exercise CVIII

1°. An té go mbíonn an t-airgead aise ir gnat é beic mi-ráirca.

2°. Ir maic an puo an tuine úo do feadaint go mbíonn dá rraing ar a bošda aise

3°. Ir conntabreac an tuine an té sup mó a cúir ná a ciall.

4°. Seadain an té sup lúša a ciall ná a cúir.

5°. Dá ttašad liom breic ar an té go raib a lám ra ngnó ro, ní ró-faor a rašad ré ar (uaim).

Exercise CIX

1°. Ir gnat mear aš daoine ar an té n-a mbíonn eagla acu noimir.

2°. Ní feadair-ra cia'cu ašaim ir fearri n-a bfuil an gcoluinn aise.

INTRODUCTION TO

3°. An mīrde dom a fīafpuidē dīot cad ē an ceannṭar n-arb ar tu?

4°. An ē seo an fear n-ar cōtluigir n-a tīg aréir?

5°. Fear ir ead ē n-ar' bīceamīnac a dāir.

Exercise CX

1°. An té nā veimeann a dīceall ní éireodār leir go veo.

2°. Ir mairṡ an fear nā fuil ciall aṡā mīnai.

3°. An té nac truaṡ leir do cār nā veim do ṡearán leir.

4°. An té nār veim riam a dīceall ní ceart go n-éireodār leir.

5°. An té nār mīrde dō veit aṡ sol b'fearra dō ṡan veit aṡ ṡáirde.

Exercise CXI

1°. Níl don treo ac a bfuil d'airṡeao aṡe.

2°. Ba cōir duit an ṡaoluinn d'foṡluim tréir a bfeicir ar riúbal io' timceall dī.

3°. Tá ana-mear aṡam ar a bfuil de ṡaoluinn aṡam.

4°. Ba mór an nīd é dā d'tuigimīr go cnuinn a bfeiceam.

5°. Ní tuilleann a nveimīr ac d'roac-mear.

Exercise CXII

1°. Cīa ir dōic leat do cuarō i n-áirde ar an ṡcraim uball inóe?

2°. Cad ē an obair ir dōic leat ba ceart dom a dēanam anoir?

3°. Sīo é dīreac an raṡar iur' a duibairt ré liom ba ceart dom a dēanam.

4°. Ní tu an duine i n-don cōr a mearar a cīrim.

5°. Má'r é rin a mearair a ṡeobṡa tá dearmīao mór ort.

6°. Deir t'āir nāc ē Seán an raṡar ṡairrūim a ceap ré a bead oīreamīnac duit.

7°. Cīa'cu teanṡa ir dōic leat ir binne 7 ir breaṡṡa d'ā bfuil ann?

8°. SÍO É AN FEAR A D'EIR TOMÁR A BÍ AG RATAO NA N-UBALL FAN AN FÓGHAIÚR REO SHÁIB ÉARAIMN.

9°. SÍO É D'ÍREAC AN RAŠAR MUO' A D'EIRIM LEAT I ŠCÓRNUÍRDE BA MHAIC LIOM A D'ÉANAMH DUIT.

10°. CAO É AN MUO A DUBHAÍR LIOM A D'ÉANFÁ NUAIR A ÉIOCFÁ A BAILE ?

Exercise CXIII

1°. Níl doimne ir fearrú supb eol dó cionnur é rin a d'ÉANAMH ná mar ir eol dó ran é.

2°. D'eir ré supb rin é an oúair ir fearrú acá ar eolar aise.

3°. D'eirim sup meara go móir a d'eimír mtoiu é ná mar a d'eimír mtoé é.

4°. 'Sé ir fearrú duit a d'ÉANAMH AN ÉEIRT DO ÉUR OIRM AN T-AT-UAIR.

5°. Níor éuala miam doimne ag labhairt Šaolunne níor fearrú ná mar a labhrann reirean í.

6°. Níl doimnir ir mó a cuireann iongna oirm ná é riúo.

7°. Ir ŠNÁC GO DCAŠANN AN DONAR AN UAIR IR LÚŠA N-A MBÍONN COINNE AGAT LEIR.

8°. Ní Šiorra bíonn cabair D'é duit ná an uair ir d'óic leat a bíonn ri i b'ao uait.

9°. AN TÉ IR RIA ÉEÍRDEANN Ó ÚIA IR MINIC SUPB É IR TÚIRŠE A ŠEIRDEANN É.

10°. NA RIR IR LÚŠA IR IAO IR TPEIME ÉRÓIRDEANN, UAIRDEANTA.

Exercise CXIV

1°. TÁ 'FÍOR AGAM GO DÍAN-MHAIC CIA AR A ŠON SUP D'EIMIR É RIÚO GO LÉIR.

2°. CAO NA ÉAOB NÁ TÉIŠIR AR RCOIL ŠAC LÁ ?

3°. CAO ÉUIŠE GO D'ÁNÁIR IRTEAC ÉÓM LUAC FAN ?

4°. IR D'ÓIC LIOM SUP MNIIR D'OM CIA AIR GO MAIB RÉ AG TPAÉT.

5°. DO FIAFPIUŠEAO D'ÍOM CIA DÓ GO D'ABHIFAMN AN T-AIRŠEAO.

6°. FIAFPIÓÉTAR D'ÍOT CIA 'R D'ÍOB TU, 7 CAO AR DUIT.

7°. CAŠOIM A DUBHAIRT RÉ A ÉIOCFÁO RÉ ? IMBÁIRDEAC.

8°. CAO ÉUIŠE GO N'DUBHAIRT RÉ NÁ MAIB DON MHAIC MNCTI ?

9°. Cao cúige, an dóic leat, a tuhairt fé ná paid don mairt inni?

10°. Ní fearar cia leir nár mairt dom rúil a beir dgam mairt.

Exercise CXV

1°. Do bí meiciol dgamn 'n-ár dtiú mairt, 7 do caitemair dinnéar a tairt dóib go léir.

2°. Do dós fé an cupán, do bain bolmac ar, 7 do cuir ríor arí.

3°. Ir amair do buail fé an leabair ar an mbóir ar m'áir amac, 7 san na cearta ceartuighe aige fóir.

4°. Nuair a connac cao a bí déanta acu, d'iméigear uata i bfeir, 7 ní feara ó foin iad.

5°. Tuhairt ri leir supb ana-déacair é fáram, 7 a mair ná déanta don taob acu a gno.

Exercise CXVI

1°. Nuair éirigear ar mairt mairt, do cuirgear mo cur éadai umair, 7 curar amac go dtí an t-airreann.

2°. Do ceapair mo brios na nua do cur orim, ac ní fulair nó supb amair do cur dume éigin i bpolac iad, mar níor fearar iad fadail.

3°. Nuair a tána ar mo glúinib cum na bairreaca do mair do ceir orim focal a mair ac " ní fearar cá bfuil na brios uir "!

4°. Má ceirreann mair orit ar dtúir, tairt fé arí.

5°. Nuair a tána a baile, ní paid an bfeirreaca ollam, 7 nuair a cuirar fé deir ar an mbóir é, ní paid na h-uirreaca ac leat-beirbte.

Exercise CXVII

1°. Ní feara mair mair rin dgar 'á déanam, nó má connac, ní cummim liom é.

2°. Do mair an fear ba mair acu ar éad-tomair ar an bfeir mbeir, 7 do leir fé é i lár an bdeir.

3°. Ní h-aon mairt duit beirte ag labhairt bhearta anoir. Ir mairt duit an ghaolunn d'foghluim.

4°. Dubhairt ré liom speim daingean do coimeádo ar a bhogluimigim de ghaolunn.

5°. Dá bfeicteá cionnur mar d'fíll sí ruar an borca i bpaipéar, 7 mar do ruar sí léi irteac ra tuis é.

Exercise CXVIII

1°. Nuair a bíor ag teac a baile an oróce úr, d'fanas i tuis Seáin go tui go maib fupmóir na horóce caite.

2°. Annran, nuair a bíor ag déanam ar an mbailé táimis eagla agam poim ppurdeanna.

3°. Agus ir dóca sup coimeádoir do gailta ar an oteim-teán ag feicteá leat ran na h-oróce.

4°. Dá ndeicteá domne liom go bfeicteá ré ppur ann ir beas ná go fupmóir é; áit ana-aerac ir ead é.

5°. Tá oirteá ran pshanra oim poim ppurdeanna, ná leosfá eagla dom dul amac i h-aon cor, oróce bopca.

Exercise CXIX

1°. Nuair a tugad an pasair cušam, 7 go maib pasairom déanta agam, táimis mupneac láirteac tom.

2°. Ní fíú do duine eagla beirte air poim ar an mbár, nuair a bíonn ré tpeir pasairom mairt a déanam.

3°. Ní túirge a pshanra anam le colam ag an gCpúorturde ná beirte doibnear na bflaitear aise láirteac.

4°. Fíe bládan ó foim do crocá pshanra annran, agus é beirte fíe bládan d'oir.

5°. Seanraime boet pimplíde, san pshanra, dob' ead é, leir

Exercise CXX

1°. Níro Neill 7 Éamonn pórtac ac le tpeir pshanra.

2°. Panam Neill ir tuis ran an lae, 7 térdéam Éamonn amac ag pshanra i ndiar na mbó.

3°. Nuair a táimis Éamonn irteac, lá, ir amlar a bí Neill ag sol poim, 7 ní pshanra ré a túirge ead na taob.

4°. Níor mian léi ar dtúir an rṡéal a t'innriint do, ac t'aduinis rí fé deire supb amlaio a bi easla uirṡi go mbeao rí na bainṡis rui a mbeao an bliaoain caite.

5°. "Ní feaoar," arṡa Éamonn, "arṡ i an bean feaṡa úo do connac ó cianaiṡ a cuir a leitṡeo de ríaimṡir irṡeac ao' ceann."

Exercise CXXI

1°. Cuirṡar an mṡm irṡeac i n-árṡac aṡmaio, 7 meafṡṡar bṡaon maiṡ nua-uacṡaiṡ uirṡi, 7 caṡṡṡar annṡan tuit-re é.

2°. Ir doic liom go nṡeafṡaiṡ nár bliairṡ ruanṡ biaṡ ab' feairṡ ná é.

3°. Ní mṡoe rṡóluirṡ do caṡaiṡ ar a leitṡeo de biaṡ.

4°. Deir fé nár tuṡao ruanṡ do a leitṡeo de biaṡ go tṡi inṡiu.

5°. Am bṡaṡar mṡoe sup doic liom go bṡuil an ceairṡ aṡe.

VOCABULARY

ENGLISH—IRISH

A

Advantage, ταιρθε; παζαίρ πέ ιοταιρθε (cum críche) óuit, it will turn out to your advantage.

Afraid, use easla . . . ár; tá easla oim=I am afraid; also ir baoslaic ie . . .

Again, aírír; an t-áé-uair (the second time).

Almost, beas ná (nac) . . . ; nac móir (at end of clause).

Along, ran (prep. with gen.).

Also, leir (cóm mair).

Altogether, ar fas.

America, Aimeirioca.

Amiss, mīroe.

Amount, méio (sometimes oīreao).

Anger, fearas (2 f.).

Ask, 1°. in sense of request, iair ár; v.n. iairair; 2°. in sense of inquire, rīairuio de; v.n. rīairuioe.

Asunder, ar á céile.

Aunt, aintín.

Avoid, reácam; v.n. reácaint, reácnao.

B

Back, 1°. oim (noun); 2°. éar n-air (adv.); 3°. ar muin éarail (on horseback).

Bad, oic; comp. and superl. meara.

Ballinasloe, béal áé na sluas.

Basket, cīreán.

Before, rui (followed by oblique Rel.); roim (prep.).

Begin, cīom ar (v.n. cīomaio).

Believe, cīero (v.n. cīeroeaim, cīeroeaimaint).

Best, 1°. fearar (adj.); 2°. oíceall (noun).

Bit, bláir.

Boast, maio (v.n. maioeaim).

Bold, óána (adj.); uil inóán-airoaict, getting bolder.

Bottom, cóin; bun.

Bow (noun), boas.

Brave, iréan; comp. and superl. tréime, tréire.

Bread, arán.

Breakfast, breicfeara.

Brother, oimóair (gen. -ár).

Bush, tor (1 m.).

Button, cnáipe (4 m.).

C

Cake, círe (4 m.).

Camel, camal (1 m.).

Cause, cúir (2 f.).

Child, leao (1 m.), páiroe (4 m.); children, clann (2 f.).

Coat, carós (2 f.); cóta móir, overcoat.

Cold, fear (adj.), fearaict, fearie, rlasóán (nouns).

Compared with, reáar.

Complain, oim searín le . . .

Contempt, oimé-mear (3 m.).

Continually, *οε ἡνάε.*

Continue, *λεαν οε*; v.n. *λεανα-
μαινε.*

Corner, *κύμνε* (4 m.).

Cousin, *col ceatari* (1st); *col
reireari* (2nd). (Also ex-
pressed by *clann na beirte*
ομοτάρι (*οειρδρέαρι*) *ισο* = they
are first cousins).

Cup, *cupán* (1 m.).

Cut, *ῥεαρι* (verb); v.n.
ῥεαριαό.

D

Dangerous, *conntadhréac.*

Destroy, *mill*; v.n. *milléac.*

Determined, *rocairi* (*τά rocairi*
αςαν é óéanaim, I am deter-
mined to do it); *ceapta.*

Dinner, *óinnéari* (1 m.).

Dissatisfied, *mí-rápta.*

District, *ceannitari* (1 m.).

Dog, *ῥαόari* (1 m.); *maoa*
(4 m.).

Drop, *briacón* (noun).

E

Early, *moé*; so early, *éóm*
luaé ran.

Earn, *tuill*; v.n. *tuilleam.*

East, *oiréari* (noun, 1 m.).

Easy, *uirirte*; comp. and sup.
upa.

Eat, *íé*; v.n. *íte.*

Either, *nó*; *νά* (with neg.);
áon taoú acu.

End, *οειρεαó* (1 m.).

Enough, *leopi* (adj.); *οόέaim*
(noun).

Enter, *τέρις ιρτεαé*; v.n.
ουl . . .; *ταρι ιρτεαé*;
v.n. *τεαéτ . . .*

Escape, *τέρις αri*; v.n. *ουl*
(αri).

Esteem, *meari* (noun, 3 m.).

Exactly, *οίρεαé, óo οίρεαé*;
cpuinn, óo cpuinn.

Excessive, *iomao* (noun); ex-
cessive love for English, *iomao*
ουl pa óéapla.

Expect, *τά briac as . . .*
ari . . .; *τά rúil as . . .*
le . . .

Extraordinary (*neam-óitócian-
ta, éasraimail*): frequently
níl áon tpeo ac . . .

Eye, *rúil* (2 f.); of a needle, *ció.*

F

Fame, *clú* (4 m.f.), *cáil* (2 f.);
ainm.

Far, *paoa*; *i ópaó*; far greater,
i ópaó níor mó; far better,
peari óo móri.

Father, *áari* (m. gen. -ari).

Fear, *easla* (4 f.); also by
baógal.

Fight, *tporo*; v.n. *id.* (3 f.).

Fill, *líon*; v.n. *líonac.*

Finally, *ré óeire*; *pa óeire.*

Fine, *bpeas*; *óo bpeas*; comp.
and sup. *bpeaséta.*

Finger, *méari* (2 f.); pl. -anna.

First, *céao*; *ari οούρι* (adv.);
sometimes (*ip*) *ούipce.*

Flame, *lapari* (f. gen. -ac).

Floor, *úpilári* (1 m.).

Foliage, *ουilleabari* (1 m.).

Fool, *amaoán* (1 m.); *óinpeac*
(2 f. female fool).

Foot, *cop* (2 f.); *tpoís* (of
measurement); *bun* (of a
tree).

G

Generally, *οε ἡνάε.*

Gentleman, *ouinuapal* (1 m.); Pl.
οαοine uaple.

Get, *país* (*οο ῥeíðim*); v.n.
paśáil.

Give, $\tau\alpha\theta\alpha\iota\tau\epsilon$; v.n. $\tau\alpha\theta\alpha\iota\tau\epsilon$;
give up, $\acute{\epsilon}\tau\eta\varsigma\ \alpha\tau\epsilon$; v.n.
 $\acute{\epsilon}\tau\eta\varsigma\epsilon\ (\alpha\tau\epsilon)$.
Gladness, $\acute{\alpha}\lambda\epsilon\alpha\tau$.
Goodness, $\mu\alpha\iota\tau\epsilon\alpha\tau$.
Grandchildren, $\epsilon\lambda\alpha\tau\tau\epsilon\ \epsilon\lambda\alpha\tau\tau\epsilon\epsilon$.
Grudge, $(\eta\iota)\ \mu\acute{o}\rho\iota\ \epsilon\epsilon\ .\ .\ .\ \tau\omega$.

Laugh, ἥσμε (ἥσμευμε).
Learn, ποῦλυν; v.n. id.
Least, ἑσθ; at least, ἀν ἐντο
ιρ ἑσθ θε.
Lesson, ἐσθ (3 m.).
Letter, ἐπιστ (2 f., pl. -αδ).
Likely, οὐδ (οὐδ); comp.
and superl., οὐδισθ.
Listen, ἐστ (v.n. ἐστ).
Lock (of door), ἐστ (1 m.).
Long, πασ; comp. and superl.,
πυσε, πιδ.
Look, πέσ; v.n. πέσιντ.
Loose, ἀρ βοσθ.
Love of, οὐλ 1 (of things).

H

Hang, cpoč; v.n. cpočəð.
Happen, тuit amac; v.n. тuitim.
Hard, "as hard as she could,"
ap a toiceall.
Harm, тогшбэл (3 f.).
Hat, hatə (4 m.).
Hear, cluin, cloir; v.n. clor.
Heaven, flaithear (toé); neamh
(g. neime, f.).
Help, congnam (g. -nta and
-nam, m.).
Henceforth, fearua.
Holy, naomhta, beannuighe.
Horseback, mun chàpill.
Hot, te, brotallaic (comp. and
sup. teo, brotallaige).

M

Make (noun), θέανάμ.
Mass, αἱρεάνν (1 m.).
Matter, μυσ, γνώ, ῥῥῥῥῥῥ; it
doesn't matter, ῥῥ cuma é.
Midst, μεῥῥ; sometimes λάμ.
Mind (verb), cuma le . . . ;
ῥῥ cuma liom ῥῥῥ, I don't
mind that.
Misfortune, ῥῥῥῥ (1 m.).
Mistake, ῥῥῥῥῥῥῥ; you're mis-
taken, τῥ ῥῥῥῥῥῥῥ ῥῥῥ.
Money, αἱρεῥῥῥ (1 m.).
Morning, μαῥῥῥῥῥ (2 f.); also
nom. μαῥῥῥῥῥ.
Mother, μάτῥῥ (g. -ῥῥ).
Much, ῥῥ μόμ; that much=
ῥῥ μέτῥ ῥῥῥ; so much
money=ῥῥῥῥῥ ῥῥῥ αἱρεῥῥῥ.

I

Immediately, ἰδίῳ.
 Imperative, translate by ní
fuláw.
 Impossible, ní péw.
 Intelligence, τωρί.

J

Journey, *tuṣur* (1 m.).

K

Kingdom, $\pi\lambda\alpha\tau\epsilon\alpha\rho$, $\mu\acute{\iota}\zeta\epsilon\lambda\acute{o}\tau$.

L

Language, τεαντα.
Last, τειμοναc̄.

N

Near, **Σεαρ** (adj.); comp.
Σιορμα.
Needle, **ρηάταο** (2 f.).
Neglect, **ραλλιζε** (4 f.).
Nephew, **μας οριοτάμ** (ορειυ-
ρέαρ).
New, **νυα**.
Night, **οιόσε** (4 f.); last night,
αρείμ.
Now, **ανοίρ**.

O

Often, *minic*.

Old, *pean* (prefixed); comp. and superl. *pine*.

Once, *don uaipeaminain*; once on a time, *uair*.

Owner, *pear* (often); *pear an eapail*.

P

Page (of book), *leatanae* (1 m.).

Palm (of hand), *pearma* (f. gen. -an).

Part, *curo* (3 f.).

Per cent., *pe'n sceao*.

Person, *ouine* (4 m.).

Pity, *truaas*.

Please, *taite*; v.n. *taiteam*; *nior taite* *pe liom*, I didn't like it.

Possible, *peoir*.

Pound, *punt* (1 m.).

Present, *laiteae*; at present, *pe laiteir*.

Presently, *ar ball*.

Priest, *pasair* (1 m.).

Probable, *oeda*; *moire, -ni moire so otiocraio pe*, he'll probably *not* come.

Property, *curo* (*maoin*, etc.).

Put, *cuir* (v.n. *cuir*).

Q

Question, *ceirt* (2 f.), pl. -anna.

R

Rain, *bairteae*; *deanpario pe bairteae*, it will rain.

Recognise, *aiteis*; v.n. *aiteint*.

Relation, *saol*; -ship, *saol*.

Remain, *pan*; v.n. -*amaint*.

Reputation, *clú* (4 m. and f.); *cal* (2 f.).

Respect, *meat* (3 m.).

Reward, *lae raoteair*; *tuair-tal* (1 m.).

Ribbon, *ribin* (4 m.).

Rich, *raibir*.

Riches, *curo* (*maoin*, etc.).

Right, *ceairt*; *dear* (as opp to *left*).

Rightly, *i sceairt*; *ra ceairt*.

Room, *reomra* (4 m.); *rlise* (space).

S

Sake, for his sake, *ar a ion*.

Same, *ceadna*.

Satisfied, *rairta*.

Sense, *ciall* (2 f.).

Sheer, in sheer anger, *a neairt peirise*.

Sickness, *breoteae* (2 f.).

Since, *o* (with vb.); *o ion*.

Sister, *peirbiru* (g. *peirbirair*).

Sleep, *cooil*; v.n. *cooilao*.

Small, *beas*; comp. *lusa*.

So (therefore), *oa biris rin*.

Soon, *lae*; *ir sceairt so . . .*; sooner or later, *lae no mall*.

Sorrow, *bion*; *car*.

Sort, *rasar* (*roir*).

Spend, *cait*; v.n. *caiteam*; *taibair*; v.n. -*t*.

Stand (up), *eirise io' fearam*; *o'eirise pe n-a fearam*, he stood up.

Start, *ciom air*; v.n. *ciomaio*.

Stay, *pan*; v.n. *panamaint*.

Stout, *ramair*, *coitise*; getting stouter, *oul i scoitiseae*.

Strange, *sreannmair*.

Stray, *teirise* (*ar reaerian*); v.n. *oul*.

Strengthen, *neairtise*; v.n. *neairtu*.

Strong, *trean*; comp. *treine*, *treire*, *lairoir*.

String, *rrang* (2 f.).

Succeed, εἶπεῖς te; v.n. εἶπεῖς;
 τὰ Δε εἶπεῖς tiom=I am
succeeding.

Suitable, οἰκεαιῖμας; comp.
αἰεῖς.

Surprise, ιονεῖνα; τὰ ιονεῖνα
οἶμ, I am surprised; níl
don τρεο αἰ, it is surprising.

Sweet, μίλιρ (taste); binn
(sound).

Sweets, μίρλεάιν.

Syllable, ριόλλα (4 m.).

T

Take, εἰδῖ; v.n. εἰδῖαί; βεῖρ
. . . ἀρ; βεῖρ εἰρημ ἀρ. . . ;
v.n. βρεῖτ.

Talk, λαβαῖρ; v.n. -τ; τράετ
ἀρ=talking about; εἰρημ.

Teach, μύιν; v.n. μύιναεῖ.

Tell, ἀβαῖρ; v.n. μῖαῖ; ιννῖρ;
v.n. ιννῖρτε.

Thirst, εἰρε (3 m.); I'm thirsty,
τὰ εἰρε οἶμ.

Thoroughly, εἰρε οἶμ; ἀρ εἰρε,
etc.

Throw, εἰρε; v.n. εἰρεαῖ.

Thumb, ὀρεῖς (2 f.).

Time, εἰρημ (2 f.); it's time
to . . . , ιρ μῖρε.

Tired, I'm tired, τὰ εἰρημ
οἶμ; εἰρε (adj.), εἰρημαῖ
(adj.).

Too, μῖ (prefix).

Top, βῖρη, μῖλας (1 m.).

Trade, εἰρη (2 f.).

Try, ιαρη; v.n. ιαρημαῖ, εἰρε
ρε; v.n. -τ.

U

Ultimately, εἰρε (εἰρη εἰρη).
Uncle, uncal (1 m.).

Understand, εἰρη; v.n. εἰρη-
εἰρη.

Unwell, εἰρη εἰρη ἀρ εἰρημαῖ.

Usually, εἰρη εἰρη.

V

Villain, βῖρεαῖμας (1 m.).

W

Walk, ριουῖα; v.n. id.

Wall, εἰρη (4 m.).

Water, εἰρη (4 m.).

Way, εἰρη (4 m.f.); ἀρ ἀρ
εἰρη εἰρη, in that way;
εἰρη.

Wealth, εἰρη (3 f.); εἰρηεἰρη
(1 m.), etc.

Weather, εἰρημ (2 f.).

Weep, εἰρη; v.n. εἰρη.

West, εἰρη (noun, 1 m.).

While, εἰρη (noun); εἰρη,
ἀρ εἰρη; εἰρη=worth while;
ní εἰρη εἰρη é, it is not worth
your while.

Whisky, εἰρη εἰρη.

Whole, ἀρ εἰρη εἰρη εἰρη=the
whole of the book.

Why, εἰρη εἰρη; εἰρη εἰρη.

Wide, εἰρη; comp. εἰρη.

Wife, εἰρη; gen. εἰρη; dat.
εἰρη; n. pl. εἰρη; gen. εἰρη.

Window, εἰρη (2 f.).

Wisdom, εἰρη (2 f.), εἰρη (4 f.).

Wisely, εἰρη εἰρη.

Worth, εἰρη.

Y

Yet, εἰρη.

Yonder, εἰρη (after noun).

Young, εἰρη; comp. εἰρη.

IRISH—ENGLISH

A

- aBa, a river; gen. -nn, fem.
 aBaċ, a dwarf (1 m.).
 aBaip, say, tell (Imper. of
 oeiþm).
 aōmao, wood (1 m.).
 aotuaio, from the North.
 aepaċ, airy, eerie, weird, gay,
 uncanny.
 aġaio, face; ap . . . aġaio
 amaċ=opposite.
 aibpeán, April (1 m.).
 aice, nearness, vicinity; in-aice
 =near (with gen. or le).
 aippeann, the Mass (1 m.).
 aigheap, argument, dispute.
 ail, wish, pleasure.
 aill, cliff, rock (2 f.); also
 pail.
 ailtneac̃t, beauty (3 f.).
 ainteap, harm, disadvantage
 (esp. moral or spiritual), (3 m.).
 ainmip, time, weather, service
 (2 f.).
 aingeal, angel (1 m.).
 ainteipe, wretchedness, un-
 tidiness (4 f.).
 aintín, aunt (4 m. or f.).
 aipoe, height (4 f.); i n-aipoe,
 up.
 aipeao, money, silver (1 m.).
 aip, side, back; eap n-aip=
 back; le h-aip=beside.
 aipne, acquaintance, recogni-
 tion, consciousness (4 f.).
 aipm̃gim, I know, recognise;
 v.n. aipm̃t.
 am, time (3 m.); i n-am=in
 good time.
 amaċ, out (after verb or verbal
 of motion).
- ainlaio, like it (this), thus.
 (For various English equiva-
 lents see *Studies in Modern
 Irish*, Part I, pp. 79-81)
 amuis̃, out (of rest).
 ana, intensive prefix, very great.
 anaite, storm, fright, terror
 (4 m.).
 anam, soul, life, energy, spirit
 (3 m.).
 anall, over (from beyond—
 with word of motion).
 anoeap, from the South.
 aniap, from the West.
 anioip, from below; up.
 annan, there; then.
 anoip, from the East.
 anoir, now.
 anonn, over (from the speaker).
 anuap, down (from above).
 anuipio, last year (adv.).
 aoine, fast; Friday (n.), (4 f.).
 aoinne, anyone.
 aoip, age (2 f.).
 aonaċ, a fair; p. aontais̃e
 (1 m.).
 aonap, singleness; i n'aonap,
 alone (of male); aonap (gen.
 =adj.)=single.
 aonpeac̃t, one time; i n-aon-
 peac̃t, together; i n-aonpeac̃t
 le=along with.
 appta, apostle; also appal
 (1 m.).
 apnú, apron (1 m.).
 apán, bread (1 m.).
 apí, again.
 aċaip, father (g. -ap, m.).
 aċ-ċáip, second growth (1 m.).
 aċpú inoe, the day before
 yesterday.

b

βάιρον, I drown, quench, overwhelm; v.n. βάροῦ (báro).

βάρπεαδ, rain (2 f.).

βαίτε, town, place, home (4 m.).

βαλιγίμ, I collect, gather; v.n. βαλιύ.

βαλιτε, smell (also βαλαῦ, बोलाῦ).

ball, limb, spot, place (1 m.).

βαννλάμα, cubit (21 inches); also βαννλάμ (2 f.).

βάρμ, top (1 m.).

βάρ, death (1 m.).

βéal, mouth, entrance (1 m.).

βεαίταίμε, the month of May (4 f.).

bean, a woman, wife (G. mná, D. mnaoi, N. pl. mná, G. ban).

beannuigíμ, I bless; salute (with 00); v.n. beannú; beannaét, a blessing, salutation.

beapma, gap, gen. -n (f.).

béim, stroke; b. an žuča, voice, stress, accent (2 f. pl. -anna).

beipum, I bear, carry; with ap . . . seize, overtake; v.n. bpeič.

beipr, two persons; a pair, couple (2 f.).

beič, the state of being; v.n. of tá.

bile, a tree (mostly poet., 4 m.).

billeos, leaf, plant, page (of book), (2 f.).

bič, world (3 m.); ap bič, at all.

bipeač, increase, improvement, addition; bliaróain bpiř= leap year (1 m.).

blaoap, flattery, coaxing (1 m.).

blap, taste (1 m.).

bláčač, buttermilk (2 f.).

blúipe, a bit (4 m.).

bočr, poor; comp. boičte (č broad, r slender).

botř, belly, stomach, bag, pouch (1 m.).

bóčar, road (1 m.), pl. bóičre.

bpiáca, rake, harrow (4 m.).

bpiaron, drop (1 m.).

bpiátair, friar, brother, cousin, kinsman.

bpiac (n.), trout (1 m.); (adj.) speckled.

bpiéas, a lie (2 f.).

bpieařčac, beauty (3 f.).

bpiicřeapra, breakfast (4 m.).

bpičr, v.n. of beipum (q.v.).

bpičreain, judge (gen. -an, 5 m.).

bpičire, gen. sg. and N. pl. of bpiatar (q.v.).

bpičite, sick.

bpiatar, a solemn word (1 and 2 m. and f.).

bpiřř, force, meaning, efficacy (m. or f.).

bpirim, I break; v.n. bpipeač.

bpiós, a shoe (2 f.).

bpollac, a breast, bosom (1 m.).

bpión, sorrow (1 m.).

bpiuac, brink, edge, bank (1 m.).

buačaili, boy, lad, cow-boy (3 m.).

buačrim, I conquer (with ap); v.n. buačrainr.

buačim, I strike; I lay, place; I go; with um, I meet; v.n. bualač.

buanuigim, I prolong, give long life to; v.n. buanú.

buaipr, trouble, contention, grief (f. gen. -apča).

buile, anger, madness, frenzy (4 f.).

bun, bottom, base, foundation, cause; mbun, in charge of; pé n-a bun, under it; bun óp cionn, opposite, contrary, topsy-turvy (1 m.).

c

cačair, help; gen. -ac (f.).

cairc, chalk (2 f.).

Cailín, girl (4 m. f.).
 Cailleac, old woman, hag (2 f.).
 Caimnt, talk (2 f.); luét cainnte, gossipers.
 Cainteoir, a speaker (3 m.).
 Cairín, cap, hood (4 m.).
 Cáiríe, respite, time to pay, credit (4 m.).
 Cáirs, Easter (3 f.).
 Cairleán, castle (1 m.).
 Cairim, I spend, throw, use, wear, waste, must; v.n. cairteam.
 Canaó, where? (genly. not followed by verb).
 Cara, friend (gen. -o), (5 m.); pl. cáiríe.
 Caraid, friendship (1 m.).
 Carḡar, Lent (1 m.), fm. Quadragesima.
 Carḡs, coat, cassock (2 f.).
 Caḡair, city, court, mansion (5 f. gen. -aḡ).
 Caḡoin, when?
 Caḡú, repentance, grief; temptation (m.).
 Ceacḡt, lesson (3 m. and f.).
 Céadaoin, Wednesday (2 f.).
 Céarḡar, sense, understanding; pl. céarḡarḡa.
 Céarḡna, same.
 Ceannac, act of buying (1 m.).
 Ceann, head; one (of things); end (1 m.); ḡcinn=at the end of, after. Cumcinn, ahead.
 Ceannḡar, district (1 m.).
 Ceannḡim, I buy.
 Ceapaim, I think, determine, intend, invent; v.n. ceapao.
 Ceapḡca, a forge (gen. -n, 5 f.).
 Ceapḡt, right (adj. or noun 1 m.).
 Ceatḡar, four persons (1 m.).
 Céile, spouse; a céile=each other, one another; ar a céile, consecutively, i roiaio a céile, in succession, in order; mar a céile, alike;

tré n-a céile, confusion; or (as adj.) confused.
 Céin, d. sing. of cian, far (of time or space).
 Céirḡ, trade, avocation (2 f.).
 Ciall, sense, understanding (2 f.).
 Cian, far, distant (time or space);
 ó cianaiḡ, a while ago;
 ó é beaḡ, a little while ago.
 Ciarḡs, cockroach, beetle (2 f.).
 Cingcḡr, Pentecost (2 f.).
 Cinnim, I fix, decide, agree, determine; v.n. cinneam.
 Cionnḡac, guilty, responsible for (le, in).
 Cionnḡaim, I offend, trespass.
 Cipeán, basket (wicker), (1 m.).
 Círḡe, a cake (4 m.).
 Cirtin, kitchen (5 f. gen. -eac).
 Clampar, dispute, quarrel, wrangling (1 m.).
 Clann, race, children, progeny (2 f.).
 Cleap, trick, feat, game (3 m.).
 Cloḡ, a clock, bell (1 m.).
 Cloirim, I hear; v.n. cloir, cloirint, cloirḡin.
 Clú, name, fame, reputation (m.f.).
 Cluar, ear, handle (2 f.).
 Clúaoac, covering, hiding (1 m.).
 Cluimim, I hear; v.n. cluinḡint, cluinḡḡin (U.).
 Cnaipe, button; senseless mass (4 m.).
 Cnám, bone (1, 4 m.).
 Coḡlaó, v.n. of coḡlaim, I sleep.
 Coḡḡeoir, a fortnight (2 f.).
 Coimeao, v.n. of coimeaoaim, I keep, guard.
 Coimḡce, protection, patronage (2 f.).
 Coimḡim (congaiḡim), I keep, retain; v.n. coimneáit.
 Coir, a crime, accusation (2 f. pl. coirḡe, coirḡa).

κόρη, right (adj. or n.); justice, authority, order, attendance (3 f.).

κορη (d. sing. of κορη), beside; κορη να τεινε; λε κορη α εεεε, together.

κόροε, coach, carriage (4 m.).
Col, fault, crime; blood relationship; col ceatar, 1st cousin; col reirear, 2nd cousin.

κόρυφα, neighbour (gen. -n, 5 f. and sometimes m.).

CONGNAM, help (gen. -im, -anta) m.

κορcán, a pot (1 m.).

κορόνν, a crown; λεατ-ε. = half-crown (gen. -εατ), 5 f.
C. ríhuire, the Rosary.

κορ, a foot, leg, handle (2 f.).

κορνοττατε, barefooted.

κότα, a coat, garment (4 m.).

κοτúgim, I rear, feed, keep up; v.n. cotú.

κοτúgite, part. of preceding; well-fed, fat.

κοτúgiteaτ, state of being well-fed; stoutness.

κράτ, vexing, anguish, torment (1, 3 m.).

κρann, tree, mast, handle, lot; bí ré vø κρann oim, I was fated to . . . (1 m.).

κραιοβ, branch, palm (of victory); (2 f.), pl. -αεα.

κρετωim, I believe; v.n. -εαim, -εαimaint.

κρίοτ, end, territory; business, economy (2 f.).

κροεaim, I hang; v.n. -ατ.

κροiceann, skin, hide, peel, bark (1 m.).

κροιρε, heart, centre (4 m.).

κρομαιim, I bend; (with αρ) begin, start, set to; v.n. -ατ.

κρυτ, harp, violin (2 f.).

κρυτúgim, I form, create; v.n. κρυτú.

κύ, a hound (g. con, pl. coin, coinτε), f.

κυαίτ, he went; 3 sg. past t. of τείgim, I go.

κυιβρατ, middling; moderate, discreet.

κυιτ, part, some, darling, a meal (3 f.).

κυιinne, remembrance, memorial (4 f.).

κυinne, a corner (4 f.).

κυιim, I send, put, etc.; v.n. κυι (gen. κυιτε, κυιτα).

κυιτιgim, I requite (le, of person requited), v.n. -ú.

κυιmans, narrow, slender, tight; comp. -ainge.

κυπάν, a cup (1 m.).

D

δατ, blind; a blind man (1 m.).

δάν, 1°. a poem, trade, calling (1, 3 m.); 2°. destiny (1, 3 m.).

δána, bold, brave; familiar with (αρ).

δánaireατ, boldness, familiarity, presumption (3 f.).

δαρδοoin, Thursday (noun), 2 f.

δάρéας, twelve persons.

δατ, colour (3 m.), pl. -anna.

δέ, gen. of δια, God.

δεαgαιτ, depend. form of vø κυαίτ, went.

δεαλληατ, like, good-looking, probable.

δέanna, v.n. of veimim, I do, make, etc.; the make (of a thing or person).

δεарna, dep. form of vø rinne, past tense of veimim.

деар, 1°. right (as opposed to left), south; 2°. pretty, expert; comp. veire.

деарgабáil, Ascension.

ὀείμιμ, I do, make, etc.; v.n. ὀείναμι.
 ὀέο, end, last; ὅο ὀέο, ever (with neg.) f.
 ὀείμεαθ, end; ὀ. ῥόζμαιρ, October.
 ὀείρῳρίμ, sister (g. -ῥέαρ), f.
 ὀείμ, I say, tell, etc.; v.n. ῥάθ.
 ὀία, God, gen. ὀέ; pl. ὀείτε.
 ὀία, day, ὀία ὀοῖνῆαις, on Sunday, etc.
 ὀιαθαλ, devil (1 m.).
 ὀιαθ, in phr. ἰ ῥοιαθ, after, behind; ὀιαθ ἀρ ῥοιαθ, consecutively.
 ὀιαν, hard, fast, violent, severe; comp. ὀέμε.
 ὀιλ, dear, beloved.
 ὀιῖνέαρ, dinner (1 m.).
 ὀίοξαιταρ, vengeance, restitution (1 m.).
 ὀίρεαθ, straight, just, sure, exact; comp. ὀίρζε.
 ὀο βείμ, I give, etc.; v.n. ταβαιρε.
 ὀοῦτρίμ, a doctor (3 m.).
 ὀόιθ, likely, probable; comp. ὀόίχιζε.
 ὀοῖννε, depth (4 f.).
 ὀοῖν, world (1 m.).
 ὀοῖνῆαθ, the Lord's Day, Sunday (noun, 1 m.).
 ὀοναρ, misfortune, mischief (1 m.).
 ὀορ, door (1 m.); pl. ὀόιρρε.
 ὀορῳτάμ, brother (gen. -άμ, m.).
 ὀορ, back; ridge, hill (3 m.).
 ὀουθ, black; comp. ὀοιθε.
 ὀούλ, love, fondness, desire (with prep. ἰν), (2 f.).
 ὀοιλλεαθαμ, foliage (1 m.).
 ὀοιμε, a person, human being (4 m.); ὀ. ὀαρ, a gentleman; pl. ὀοιμε ὀοιρ.
 ὀουλ, 1°. v.n. of τείξιμ, I go; 2°. idiom, construction (3 m.).
 ὀούν, fort, castle, mansion (1, 3 m.).

ὀούτταρ, birthright, hereditary instinct (1 m.).

e

εαζαρ, order, arrangement (1 m.).
 εάξμαιρ, want, absence of (2 f.).
 εαν, a bird (1 m.).
 εαναιρ, January.
 εαρῥαθ, Spring (1 m.).
 εαρῥαμ, want, deficiency (1 m.).
 είξιν, some.
 είλε, other.
 εῖννε, anyone (ἄοιννε).
 εῖρε, Ireland (g. -αν), f.
 εῖρξιμ, I rise; v.n. εῖρζε.
 εολ, knowledge (1 m. g. ἰούλ, ὀ. ἰούλ).
 εολαρ, knowledge, way (1 m.).

f

φαο, length (time or space), (1 m.).
 φαοα, long, far; comp. ρια (ῥιουε).
 φάξιμ, I leave; v.n. φάξάι, φάξαινε.
 φάξιμ, dep. form of ξείμ, I get; v.n. φάξάι.
 φάξάιταρ, means, property (1 m.).
 φάξάι, v.n. of (οο) ξείμ, I get.
 φαο (see φαο), length.
 φάλ, hedge, rampart (1 m.).
 φάλλα, wall (4 m.).
 φαν (prep.), along (with gen.).
 φαναιμ, I remain, wait for (le); v.n. φαναῖναινε.
 φάν, straying, wandering; ἀρ φάν, in exile (1 m.).
 φάρ, act of growing; v.n. of φάραμ.
 φατάθ, a giant (1 m.).
 φεαβ, February.
 φεάαμ, I look (at, ἀρ); v.n. φεάαῖναινε.

ῥεαθ̄, space, length (of time or space); ἀρ ῥεαθ̄, through-out, during, for the space of.
 ῥεαλλ, deceit, treachery (1, 2 m. and f.).
 ῥεαλλαῖε, deceiver, traitor (4 m.).
 ῥεαρ, man, husband (1 m.).
 ῥεαραμῖαι, manly; comp. -αμῖλα.
 ῥεαρς, anger (2 f.).
 ῥεαρρ, better, best; comp. and superl. of μαῖτ.
 ῥεαρῥῆμν, rain (2, 3 f.).
 ῥεαρῥα, henceforth.
 ῥέιτῑρ, possible.
 ῥέιν, self, own, even.
 ῥεῖρεντ, v.n. of εἰμ, I see.
 ῥεοῖτ, flesh, meat (3 f.).
 ῥιαδ̄, debt (mostly in pl. ῥιαδ̄α), price; ὁ ῥιαδ̄αῖϋ = of obligation.
 ῥιακαῖ, a tooth (1 m.); also ῥιακαῖλ (2 f.).
 ῥιαρῥυῖσμ, I ask, enquire; v.n. ῥιαρῥυῖρε; with prep. ὅε.
 ῥιῖῥεαδ̄ετ, poetry (3 f.).
 ῥιῖῖμ, I return, wind, bend, fold, double; v.n. ῥιῖῖεαθ̄.
 ῥίῑρ, true; ῥίῑρ-ῥεαρ, a true man.
 ῥίῑρ, knowledge (3 m.).
 ῥιαῖτεαρ, kingdom, Heaven (esp. in pl.), (1 m.).
 ῥοκαῖ, a word (1 m.).
 ῥοξῖαι, act of plundering; ἀρ ῥοξῖαι, outlawed.
 ῥοξῖμ, v.n. of ῥοξῖμνῖσμ, I learn.
 ῥόξῖμαρ, Autumn, harvest (1 m.).
 ῥοῖαδ̄, v.n. of ῥοῖμῖσμ, I cover, hide (1 m.).
 ῥόρ, yet, also.
 ῥῖαννεαδ̄, a rat; a Frenchman (1 m.).
 ῥυαδ̄ετ, cold, chilliness (3 m.).
 ῥυαῖμ, sound (2 f. or 3 m. and f.).
 ῥυαῖε, coldness, neglect (4 f.).

ῥυῖλ, blood (3 f.).
 ῥυμνε(αθ̄), kneading, baking, roasting.
 ῥυννεος, a window (2 f.).
 ῥυῖλῑρ, excess, excessive; with neg. necessary, of obligation.
 ῥυρ, in phr. ἰ ὅρυρ, on this side, here, in this life (as opp. to εἰλλ).

5

ῤαῖα, smith (gen. -n, 5 m.); pl. ῤαῖνε.
 ῤαῖαῖμ, I take, go; v.n. ῤαῖαῖλ (3 f.).
 ῤαδ̄, each, every.
 ῤαθ̄, necessity, need.
 ῤαθ̄αρ, hunting-dog, beagle (1 m.).
 ῤαν, without (prep.); genly. with Accus.
 ῤαοῖ, relation, relationship (1 m.).
 ῤαοῖ, wind (2 f.).
 ῤαταρ, necessity, want (1 m.).
 ῤεαῖαδ̄, the moon (2 f.).
 ῤεῖβῖμ, I obtain, get; v.n. ῤαῖαῖλ.
 ῤεῖνῖεαθ̄, Winter (1 m.).
 ῤεοῖαῖρ, 3rd sing. fut. οἱ ῤεῖβῖμ.
 ῤῖε, whiteness, brightness; a term of endearment (4 f.).
 ῤῖαοῖαῖμ, I call (on, ἀρ); v.n. ῤῖαοῖαδ̄; ῤ. οἱα, "a sick call."
 ῤῖαρ (noun), a lock, fetter, bolt (1 m.).
 ῤῖόρ, voice (1 m.); pl. -ῖα.
 ῤνό, business, affair; ὁ ῤον ῤνό, on purpose, for a joke; gen. -ῖα (m.).
 ῤορ, field, cornfield, garden (1 m.).
 ῤῖαθ̄, love (1, 3 m.).
 ῤῖάρ, grace (pl. ῤῖάρτα often used for sg.).
 ῤῖεῖμ, bit, grip; stitch in side; stitch (needle), (3 m.).

ἥλιον, sun (2 f.).
 ὕμνα, dress, gown (4 f. m.).
 ὕμνα, a gun (4 m.).
 ὕψ, voice, vowel (3 m.); vote

1

ἰμβάριεα, to-morrow (adv.);
 ἄν λά ἰμβ. (noun).
 ἰμβλιὰ ὄνα, this year (adv.).
 ἰμτίξιμ, I go away; v.n.
 ἰμτέαετ (gen. -α, or ἰμτίξτε).
 ἰνός, yesterday (adv.); ἄν
 λά ἰνός (noun).
 ἰνούς, to-day (adv.); ἄν λά
 ἰνούς (noun).
 ἰνῆαν, daughter (2 f.).
 ἰομάσ, much, many; with
 art. too much, too many.
 ἰονάσ, place (1 m.).
 ἰρεα, in, into (with word of
 motion).
 ἰρεῖς, in, within, inside (of
 rest).
 ἰτίμ, I eat; v.n. ἰτε (gen.
 ἰτε).
 ἰτε, part. of preceding.
 ἰύ, July (1 m.).

2

λαῶμαι, I speak; v.n. λαῶμε
 (gen. -αρεα).
 λαῶ, a duck (gen. -ν, 5 f.).
 λαῶ, weak; comp. λαῖγε.
 λαῖγε, abst. from prec., weak-
 ness, a fainting fit.
 λάριρ, strong; comp. λάριρε
 (τρεῖρε).
 λάριτιαρ, behind (adv.); 1. ὅε
 (prep.).
 λάναια, married couple (gen.
 ἰννα, f.).
 λάρ, middle (1 m.).
 λαράρ, flame (g. -μα, 5 f.).
 λάταρ, open space, site, plot,
 presence; 1. ἰ., present; πέ 1.,
 at present (g. -εα, 5 f.).

λεαναιμ, I follow; v.n. -αἰναιμ
 (g. -αἰννα); with ὅε, cling to,
 follow up, continue; λεαν
 λεατ, go on.

λεαρ, improvement, benefit
 (3 m.).

λεατ, 1°. as prefix, half, one
 (of two); λεατ-ἑορῶν; λεατ-
 ῖν; λεατ-ῖν, excuse;
 2°. side, freq. in cmpds.,
 λαριτῖς, λαρμυῖς.

λεατῶνα, page (of book), (1 m.).
 λέξιμ, I read; v.n. -εατ
 (-εαῖν).

λέιμ, a leap, act of leaping.

λέιρ, 1°. clear, evident; comp.
 λέιρε; 2°. in phr. ὅε λέιρ, all.

λεῖρ, 1°. with him (it); 2°.
 also (and occasionally with
 neg. either).

λεῖτεατ, breadth (1 m.).

λεῖτεῖρ, kind, sort; the like of
 (2 f.); ἄ 1. ὅε (with noun),
 such a . . .

λεῖτιρ, a letter (5 f. gen. -α, pl.
 -αα).

λεορ, sufficient; ὅε 1., enough.

λίκιν, a little flat stone, flag
 (4 m.).

λίον, with me.

λίοναιμ, I fill (with ὅε of mate-
 rial; 1. ὅε, of instrument);
 v.n. -ατ.

λό, dat. sg. of λά, day; ὅε λό
 ἰρ ὅε ὀιόε, by day and night.

λοῦτ, fault, blemish (3 m.).

λουῖτεα, ashes, cinders (1 m.).

λουαν, Monday (noun); ὀια
 λουαν, on Monday.

λουτ, people, party; 1. ῖν, tramps;
 2. ῖν, musicians (3 m.).

λουῖα, comp. and superl. of
 βεα, small.

λουῖα, August.

λουῖμ, I lie, lay down; v.n.
 λουῖε; comp. n-α λουῖε αῖρ,
 impress upon.

m

μά, if.
 μάς, son (m. gen. mic).
 μάσα, a dog; m. μυατό, fox (4 m.).
 μαῖριν, morning; ἀρ m., in the morning (2 f. gen. μαῖρινε).
 μαῖρς, woe, sorrow, pity (2 f.).
 μαῖριμ, I live, last; v.n. μαῖρεστέαινε.
 μάριτ, Tuesday (noun); Ὅια m. on Tuesday (2 f.).
 μαῖτεαρ, goodness (3 m. and f., pl. αῖ).
 μάλα, bag (4 m.).
 μάλλ, slow; comp. μοῖλλε (maille).
 μαννταῖς, gap-toothed.
 μαοιόδαῖν, the act of boasting (of. ἀρ).
 μαρῖ, dead.
 μάριτα, March.
 μάτair, mother (gen. -αρ, pl. μάτρεαῖς, f.).
 μεάρον, middle; m. πόζμαῖρ, September.
 μέανραῖς, yawning (2 f.).
 μεαρ, swift; comp. μιρε.
 μεαρ, judgment, esteem (3 m.).
 μεαρα, comp. and sup. of οἷς, bad.
 μεαραῖμ, I think; v.n. μεαρ (q.v.).
 μεῖτεαῖν, June (1 m.).
 μιῖ, honey (3 f.).
 μίλε, 1°. a thousand; 2°. a mile (4 m.).
 μιλλῖμ, I destroy; v.n. μιλλεαῖς.
 μῖν, meal (2 f.).
 μῖ, a month; pl. μῖορα (4 m. in ὑβῖ λαοζαῖρε).
 μιρῖοε, < μεαρα-οε; amiss, the worse.
 μῖ-επαῖο, slow.
 μῖαῖς, dat. pl. of bean, woman, wife.
 μό, 1°. comp. and sup. of μόρι; 2°. =ιομῖα, many a.
 μοῖς, early; adv. ζο μοῖς.

μόριος, μό+οε, all the more; ní μόριος ζο, . . ., probably not.
 μοῖλλ, delay, slowness (2 f.).
 μοῖλαῖμ, I praise; v.n. -αῖς.
 μόρι, great; ζο μόρι, much (adv.).
 μόριάν, much, many (noun), (1 m.).
 muc, a pig (2 f.).
 μυῖτεαν, a mill (1 m.); pl. μυῖτε, μυῖνε.
 μυῖν, neck, back (2 f.); ἀρ m. na μυῖς, "all right."
 μύμιμ, I teach; v.n. μύμεαῖς.
 μυῖνντιρ, people, folk, clan (2 f.).
 μυῖρε, Mary (The Virgin).
 μῖνα, unless, if . . . not; with ῖρ, μῖναῖς; past t. μῖναῖς . . .

n

ναῖμα, enemy (g. -ο, 5 m.), pl. ναῖμοε.
 ναοῖν, holy; a saint.
 νεαῖν, 1°. prefix, not; 2°. Heaven (g. νεῖμε, νῖμε, f.); ἀρ νεαῖν, in Heaven.
 νεοματ, a moment (1 m.); pl. -αῖς.
 νοοῖαῖς, Christmas; gen. -αῖς.
 νῖαῖρ, when (=αν υαῖρ).

o

Οβair, work (2 f.); gen. οῖβρε; pl. οῖβρεαῖς.
 ὀ βεαρ, to the South (motion).
 ὀς, young; comp. ὀζε.
 οῖῖοε, night (4 f.).
 ὀζε, youth, "youngness."
 οῖτεαῖν, v.n. of οῖριμ, I nurture; education (gen. -ῖμα, f.).
 ὀμρεαῖς, a female fool (2 f.).
 οῖριονῖμ, I ordain, arrange; v.n. οῖριονῖ.
 ὀμοός, thumb (2 f.); ὀ. ὀοῖρε, great toe.

ὀμλάς, an inch (1 m.).

ὀρελάιν, I open; v.n. ὀρεαίτω.

ὀ ἐναῖρ, to the North (motion).

p

πάπéαρ, paper (1 m.); pl. -έρι.

πάιη, field, pasture-f.; (2 f. pl. -εαυα).

πάριτάρ, Paradise (1 m.).

πεααῶ, sin, the act of sinning (1 m. gen. πεααῖρ).

πέαπλα, a pearl (4 m.).

πειετιύη, a picture.

πiηgim, a penny (2 f. gen. πiηghe).

πίοβαη, a piper (4 m.).

πιoc, a pick, jot; with neg. = nothing.

πόα, pocket (4 m.).

πολλ, hole (1 m.).

πόραιμ, I marry (v.n. -αῶ).

πούα, fairy, hobgoblin.

R

ράῶ, v.n. of ρειρημ, I say; gen. ράῖρτε.

ραιβ, dep. form of βί, past tense of τά.

ραῖ, prosperity, good luck, success (3 m.).

ρεάλτ, star (2 f.).

ρέριῶαῖ, v.n. of ρεῖριῶημ, I settle, arrange, make easy, solve (1 m.).

ρί, king (4 m.); pl. ρίῖτε.

ριαῖη, ever (before), always.

ριῖ, v.n. of ριῖημ, I run (3 m.); 1 ριῖ=in the course of.

ρό (prefix), very, much, too.

ροῖη (prep.), before.

ροῖητ, division, portion, some (f.).

ροῖ, a wheel (3 m.); pl. -αί, -αυα.

ροῖαρ, cycle, bicycle (1 m.).

S

σαῖαρ, priest (1 m.).

σαῖαρ, kind, sort (1 m.); pl. ραῖῖρεαυα.

σαῖη, salt water, the sea (4 m. and f.).

σαλαυ, salt (1 m.).

σαῖαιη, All-Hallow-tide; 1st November; mí na σαῖαιη, November (3 f.).

σαῖαῖρ, Summer (1 m.).

σανταῖ, covetous; comp. -αῖῖε.

σαῖῖα, the world, life (1 m. pl. -τα).

σαῖ, wise man, scholar (4 m.); pl. -ῖε.

σαῖη, freedom, holiday (4 f.).

σαῖη, freeman, artisan (1 m.).

σαῖῖαρ, work, industry; λυαῖ ραῖῖαρ, reward for work done (1 m.).

σάρτα, satisfied.

σαῖῖαρη, Saturday (noun), Ὀῖα σαῖῖαρη, on Saturday.

σῖαιη, knife (gen. ρῖαιη, 2 f.); pl. ρῖαιηα.

σῖοῖ, school (2 f. pl. -εαυα).

σῖοῖῖ, a split, act of splitting (2 f.), (pl. -εαα).

σῖοῖῖαιη, I write; v.n. -αῶ.

σεαῖῖηαιη, a week (2 f.); pl. -ε or -ί.

σῖαιη, happiness, prosperity (1 m.).

σεαιη, old (prefixed).

σεαῖη, season (1 m.).

σεῖῖ, possession (3 f.); also ρεαῖῖ (2 f.).

σεῖῖῖε, a worm, snail (4 f.).

σεῖῖαρ, six persons (1 m.).

σεοῖηα, a room (4 m.).

σῖῖα, a story (1 m. pl. -τα, -α).

σῖῖῖη, a little story (4 m.).

σῖοῖῖ, splinter, scollop (1, 2 m. and f.).

σῖα, comp. of ραῖα; longer, farther.

σῖαρ, back, to the West (motion).

σῖoc, frost (3 m.).

σῖοῖῖα, syllable (4 m.).

σίος, down (away from speaker).
 σιότης, peace (3 f.).
 σλάν, 1°. (adj.) safe, well, in health; 2°. (noun) health, farewell.
 σλις, way, room, manner, means (4 f.).
 σλιν, slate (2, 3 f.).
 σμας, restraint, subjection, sway (3 m.).
 σμιορ, marrow (3 m.).
 sneας(α) snow (gen. -ας, or id, m.).
 σοας, profit, advantage (1 m.).
 σοεας, advantage, blessing, comfort.
 σορ, to the East (motion from speaker).
 солар, light (1 m. pl. роитре).
 сонар, prosperity, happiness (1 m.).
 сор, a wisp (1 m.).
 спей, sky, heaven, sphere (2 f. pl. рпéарта).
 спιοар, spirit (2 f. or рpioар, 1 m.).
 спáо, street; village (2 f. pl. -анна).
 спáар, straddle, pack-saddle (gen. -ас, 5 f.).
 стао, stop, stopping, delay (1 m. pl. -анна).
 стаитм, I pull, pluck; v.n. ртастао.
 суайнеар, peace, rest, quietness (1, 3 m.).
 суар, up (motion from speaker).
 суром, I sit down; v.n. рурое.
 сұл, 1°. eye; 2°. hope, expectation (2 f. gen. pl. рұл).

T

табнам, I give, spend, etc.; dep. form of тоберим; v.n. табарте.
 таца, prop, support, reliable person, point of time; um an тата ran, by that time (4 m.).

тае, tea (4 m.).
 таграм, plead, argue, refer to; v.n. тагарте, тагра (таграо).
 таллиур, a tailor (3 m.).
 талн, act of driving, a drove, cattle, a large number (3 f.).
 талис, 3 sg. past. of тигим, тагам, I come.
 таир, 2 sg. imper. of тигим, тагам, I come.
 таирбе, profit, advantage (4 m. and f.).
 таирбеанам, I show, exhibit; v.n. таирбеант.
 таитим, I please; v.n. таитнеан.
 тал, over beyond (adv. of rest).
 таоб, side; тот. concerning (1, 2 m. and f.); таоб иртис те, inside (prep.).
 тапаро, quick, swift, dexterous.
 тап, beyond, over, past (prep.).
 те, person, always with art.
 те, warm, hot; comp. тео.
 теанга, tongue, language (4 or 5 (-ан) f.).
 теантат, support, prop, difficulty; тот. along with; та ре 1 теантат, he is cornered.
 теар, heat (3 m.).
 теар, in the South.
 теориол, title (1 m.).
 теие, fire (4, 5 (-ао) f.).
 теимс, 2 sg. imper. of теигим, I go.
 теар, back, in the West (rest).
 тимеалл, round, about; a round, circuit (1 m.).
 тимн, sore (sick).
 тимнеар, soreness (sickness) (1 m.).
 тимнеар, a tinker (3 m.).
 теор, down below (rest).
 тир, land, country (2, 5 (-ас) f.); pl. тирта.
 тобар, a well (1 m. pl. тоибмеас).
 тога, choice (objective); тога,

- choice (subjective)); τοῖς
 ἄνδρ, an excellent man.
 τόξαιμ, I raise, take up; v.n.
 τόξαι, τόξαινε.
 τοῖλ, will (2, 3 f.).
 τόιν, bottom (3 f.).
 τοῖρ, in the East (rest).
 τορ, a bush (1 m.).
 τορὰς, beginning (1 m.); τορὰ
 τορὰς, forelegs.
 τράετ, talking of, recounting
 (prep. ἀρ).
 τράτνονα, evening (4 m. pl.
 -νόνα, -νόναί).
 τρέιρ (ταρ έιρ), after (with gen.).
 τρέαν, strong; comp. τρέινε,
 τρέιρε.
 τρεορῖσιμ, I guide; v.n.,
 τρεορῖ.
 τροισ, fight, fighting (3 f.).
 τρυαῖς, a pity, an object of
 pity (2 f.).
 τυαῖς, in the North (rest).
 τυαρ, up above (rest).
 τυαῖρε, misfortune, mischief,
 accident (4 f.).
- τυξαιμ, I give, bring, spend,
 etc.; v.n. τυαῖρε.
 τυῖτε, more, increase, addition.
 τυῖρε, sooner, soonest, quicker.
 etc.

u

- υαῖν, time, opportunity, leisure,
 weather (2 f.).
 υαῖρ, time, occasion, hour; τρι
 η-υαῖρε, three times; υαῖρ-
 εαννα, sometimes.
 υβὰλ, apple (1 m. pl. υβὰ).
 υῖρε, water (4 m.), pl. -ί,
 -ία; φῖορ-υ. spring water;
 υ. βεαῖα, whisky; υ. πέ
 ῖαλμ, secret mischief; υ.
 βογ, lukewarm water.
 υῖρετε, easy; comp. υρα.
 υμανοῖρετε, the day after to-
 morrow.
 υκαλ, an uncle (1 m.).

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